THE [illegible]

THE JOURNAL OF EDUCATION

Volume 127 **FEBRUARY, 1944** Number 2

Latin America Number

I am appreciative of your purpose to help strengthen the intellectual and spiritual ties among the peoples of this hemisphere and wish you the greatest success in your project.

CORDELL HULL

Our Schools Promote Inter-Americanism — JOHN C. PATTERSON

How Can Intercultural Ties Be Strengthened? — REPLIES BY SPOKESMEN OF SEVEN REPUBLICS

Opportunities for English Teaching in Latin America — MURIEL LEACH

Education Is Removing Barriers — NELSON A. ROCKEFELLER

English Courses in the Other Americas — BEN F. CARRUTHERS

The Inter-American Educational Conference — JOHN W. STUDEBAKER

Following Textbook Trails to Latin America

What Is Good Mathematics? — FRANK M. RICH

Teaching Is Also Joe — ELIZABETH MOORE

Each in His Own Tongue — STEPHEN A. FREEMAN

EDITORIALS, FEATURES, AND THE NEWS DIGEST

35 Cents a Copy **$2.75 a Year**

XUM

OUTSTANDING BOOKS

SCIENCE

GAIL: PHYSICS WORKBOOK AND LABORATORY GUIDE

Eighty experiments tied to life situations that make physics more meaningful and more purposeful for today. Units on aviation, radio, photography.

AHRENS-BUSH-EASLEY: Living Chemistry . . . $2.28

CALDWELL-CURTIS: Everyday Science $1.96

CUSHING: Fundamentals of Machines $1.24

EBY-WAUGH-WELCH-BUCKINGHAM:
The Physical Sciences $2.28

GOLDBERGER-HALLOCK: Health and Physical Fitness $1.92

SIEMENS: Aeronautics Workbook $1.00

WILLIARD: Fundamentals of Electricity $1.24

MATHEMATICS

BETZ: Basic Mathematics $1.48

McMACKIN-CONKLING: Essential Mathematics . . $1.48

BETZ: ALGEBRAS
Algebra for Today, First Year $1.48
Algebra for Today, Second Course, New Edition $1.48

HAWKES-LUBY-TOUTON: ALGEBRAS
First-Year Algebra, Elementary Course, New Edition . . . $1.40
Second-Year Algebra, Intermediate Course $1.44
Second-Year Algebra, Intermediate and Advanced Course, Advanced Edition $1.64

SMITH-REEVE-MORSS:
Text and Tests In Elementary Algebra $1.00

WELCHONS-KRICKENBERGER: GEOMETRIES
Plane Geometry, Revised $1.56
Solid Geometry, Revised $1.48

SMITH-REEVE-MORSS:
Text and Tests In Plane Geometry, New Edition $1.00

WENTWORTH-SMITH: TRIGONOMETRIES
Plane Trigonometry $1.72
Plane Trigonometry and Tables $1.92

Prices are subject to the usual discount

GINN AND COMPANY

BOSTON 17 NEW YORK 11 CHICAGO 16 ATLANTA 3 DALLAS 1 COLUMBUS 16 SAN FRANCISCO 5

The Journal of Education

VOLUME 127 — BOSTON, FEBRUARY, 1944 — NUMBER 2

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

Staff Assistants
DOROTHY LEE
MARY CURRAN
VIVIENNE PERRIER

Advisory and Contributing Editors

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon

FRANK CODY, Detroit, Michigan.

MILDRED SANDISON FENNER, Journal of the N.E.A.

BURTON P. FOWLER, Principal, Friends School, Germantown, Pa.

HARRY V. GILSON, Maine Commissioner of Education, Augusta.

ARTHUR L. GOULD, Superintendent of Schools, Boston

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

HENRY W. HOLMES, Graduate School of Education, Harvard

VIERLING KERSEY, Superintendent of Schools, Los Angeles

BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana

WILLIAM C. McGINNIS, Supt. of Schools, Perth Amboy, N. J.

WORTH McCLURE, Superintendent of Schools, Seattle

GARRY CLEVELAND MYERS, Editor, Lecturer, Child Psychologist, Boyd's Mills, Pa.

RANDALL R. PENHALE, Principal, High School, Iron River, Michigan

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines

PAYSON SMITH, University of Maine, Orono

WILLIS A. SUTTON, Executive Secretary, Georgia Education Association

EDGAR B. WESLEY
University of Minnesota, Minneapolis

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

WALTER S. YOUNG, Superintendent of Schools, Worcester

Business and Editorial Offices
SIX PARK STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

AS WE GO TO PRESS

We venture the hope that this Latin America Number may help in some degree to spread the seeds of inter-American good will. The contents of the following pages seem to us to be charged with ideas and information such as educational people will be glad to have. Many are asking *how* they, their schools or classes can have a large share in the good neighbor movement. Our very first article, prepared by Dr. Patterson of the U. S. Office of Education, brings the answer in terms of what some schools are already doing. Other articles take up other phases of the intercultural developments that are going forward under impetus of the war emergency—developments that were long overdue and should be continued in the peace to come.

We are particularly honored in having the replies of ambassadors from a number of Latin Republics to a query which the Journal put to them as to what more can be done by our country and theirs to strengthen hemispheric ties. Their answers are well worth consideration.

We ourselves have been amazed at the amount and variety of instructional material in this field already made available by enterprising publishers of school texts. For an informal inspection of these teaching tools as our reviewers see them, be sure to read the section headed "Following Textbook Trails to Latin America," near the center of the magazine. You will also want to take notice of the books and other supplies suggested by our advertisers. Neither the advertising nor the editorial content is entirely on the Latin America theme, though that is where the main spotlight plays this time.

▼

Being in the same hemisphere during a crisis is much like being in the same boat during some hazardous experience. The new friendships formed are worth maintaining in the years to follow.

Contents:

EDITORIALS 41
OUR SCHOOLS PROMOTE INTER-AMERICANISM John C. Patterson 43
HOW CAN INTERCULTURAL TIES BE STRENGTHENED? 45
OPPORTUNITIES FOR ENGLISH TEACHING IN LATIN AMERICA Muriel Leach 47
EDUCATION IS REMOVING BARRIERS Nelson A. Rockefeller 49
ENGLISH COURSES IN THE OTHER AMERICAS Ben F. Carruthers 50
THE INTER-AMERICAN EDUCATIONAL CONFERENCE John W. Studebaker 51
WHAT IS GOOD MATHEMATICS? Frank M. Rich 53
FOLLOWING TEXTBOOK TRAILS TO LATIN AMERICA 54
TEACHING IS ALSO JOE Elizabeth Moore 57
THE EDUCATIONAL PROBLEMS CLINIC Ben and Dorothy Minton 58
EACH IN HIS OWN TONGUE Stephen A. Freeman 60
IT SEEMS TO ME Byron C. Kirby 62
I MAY BE RIGHT— I MAY BE WRONG William C. McGinnis 62
THE NEWS DIGEST 65
GRINS BETWEEN GRINDS 70

XUM

New!
For High Schools

PACKARD—OVERTON—WOOD

OUR AIR-AGE WORLD

A Textbook in Global Geography

A distinct departure

from all former presentations of geography, this one projects the study of nations and peoples today wholly from the modern global concept of the earth.

It is the modern geography needed to equip young Americans to live in our changing world, where airplane and radio have revolutionized our concepts of trade, transportation, centers of commerce and industry, and human relations.

THE MACMILLAN COMPANY
Publishers

announcing

Our Latin American Neighbors

By HARRIETT McCUNE BROWN, *Los Angeles City Schools*, and HELEN MILLER BAILEY, *Manual Arts High School, Los Angeles.*

Under the editorship of DR. CLARENCE H. HARING, *Robert Woods Bliss Professor of Latin American History and Economics, Harvard University.*

THIS new book is designed for text use in high school courses in Latin American history. Written in an interesting, informal style, the book gives the pupil a broad knowledge and understanding of Latin American nations, past and present, and a vivid picture of the geographical, economic and social influences which have shaped the life of the people.

31 maps, 200 illustrations, and expert study aids supplement an unusually inviting text.

HOUGHTON MIFFLIN COMPANY

Boston New York Chicago Dallas Atlanta San Francisco

Editorials

Farewell to Linguistic Isolation

While it is gratifying to all of us here in the United States to note the increasing study of English in Latin America, we ourselves should do much more than we have yet done to encourage the mastery of Spanish and Portuguese by students in our secondary schools and colleges. A movement in that direction is already taking place and should be accelerated.

Our people, having learned that physical isolation is no longer possible, must speedily and resolutely put an end to that isolation of the mind which has hitherto prevailed among us. We have prided ourselves upon being a nation of one language. Some of us have felt a little sorry for the inhabitants of other lands who deemed it necessary to know several languages in order to deal understandingly with those outside their boundaries.

Intensive courses given under wartime pressure to thousands of our young men and women, have demonstrated that our youth are not deficient in the ability to learn non-English tongues, no matter how difficult.

When the war is over, such training will become more optional and, inevitably, less rapid.

Whether anything really new has been developed in the matter of speedier instruction remains to be seen. Comments by a group of New York University professors seem to indicate that the principal permanent gain will be a demand for more time each week to be devoted by students to their foreign language study. These professors point out that the twenty-five hours a week now given to the study of a language in service training programs is more than six times the amount given in a regular classroom in ordinary times. Our students should equip themselves to speak as well as to read the languages of other lands and peoples. The job should be taken seriously and performed with greater thoroughness than heretofore in our schools and colleges. If this requires the readjustment of daily schedules to allow for a more concentrated effort, our educational authorities should make the necessary changes—possibly at the same time reminding their students that the study of a foreign language is not just playing marbles.

The Teachers' Beatitude

The Greatest Teacher once said, "Blessed are the teachable."

Most of our English Bibles have it "Blessed are the meek, for they shall inherit the earth.'" And in that form it has seemed somewhat absurd. Meekness is not a quality we admire. But teachableness—that is another story.

Every teacher must have remarked occasionally of some pupil: "He responds to teaching. He will go far." Meaning, no doubt, that he will acquire a share of the earth and whatever it offers of happiness and successful achievement.

The unteachables are the ones who give us cause for worry. These are not necessarily the ones most lacking in ability to learn; not those with lowest IQ's. The pupils we need to worry about are the know-it-alls. They have stopped learning because they have closed their ears to further knowledge or instruction. They are endowed by nature with intelligence, but not with wisdom.

Pupils are not the only ones that refuse to learn anything. The world suffers immeasurably from those people, adults in physical stature only, who have ceased to learn.

But what of the teacher? He may speak with authority on a few things. But on the vastly larger number of matters—if he would deserve respect from his pupils—he will remain forever teachable.

As with individuals, so with nations. Only the ones that can learn from experience and history can, in the long run, expect to thrive and prosper among the other nations of the earth. They will not go out to grab the earth. But they shall fall heir to its material and spiritual abundance.

Portugal's Educational Gains

Whenever in some unguarded moment this Journal of Education becomes a journal of misinformation, it hopes to be corrected and to make amends. It transpires that a news item on page 272 of the Journal for November, 1943, carried statements regarding education in Portugal which created

a wrong impression. The following extract from a most courteous letter sent us by P. Bon de Sousa Pernes, an attache of the Portuguese Legation in Washington, sheds a somewhat different light upon the situation in that nearest of our European neighbor states, now a friendly non-belligerent whose grant of island bases to Great Britain does much to reduce the U-boat menace to United Nations convoys. This correspondent writes:

"The figure of 80% for illiteracy is not borne out by the available statistics. Even in 1930—and since then great progress has been made—census figures showed that illiterates over 7 years old constituted 61.52% of the total population over 7 years old, a percentage which thus includes generations untouched by the educational reforms of the last forty or fifty years.

"Since 1930 progress has been such that it is now reliably estimated that of the population between 10 and 20 years of age less than 20% are illiterate.

"As for the foreign-operated schools, they play only a tiny part in the scheme of primary education in Portugal. The overwhelming majority of upper and middle-class children, while they may go to so-called private schools instead of to the free State schools, go to Portuguese and not foreign establishments."

Sixteen Soviets

Moscow's genius for the unexpected, so often shown on the military front, is demonstrated with increasing frequency on the political front as well. The military surprises keep the enemy guessing—and the political surprises prove almost equally baffling to the friends and allies.

The sudden announcement from the Kremlin that each of the sixteen republics comprising the Soviet Union will hereafter act as a separate nation, having its own ambassador and its own army, has opened up a host of fresh conjectures. Among these is the theory that Moscow expects sixteen votes at the peace table in place of one. But votes at a peace table are not counted on the fingers. They depend upon weight of accomplishment and upon the degree of persuasiveness or authority displayed by individual statesmen in the days of critical debate and stern demanding. Moscow's effort and accomplishment in this war have certainly been such as not to need any artificial multiplication of representatives or any soviet bloc to insure a powerful voice.

A better guess would seem to be that Moscow is seeking to legalize in advance the seizure and reabsorption of the smaller Baltic nations which were, in fact, so essential to Russia's defense against a bullying Germany. For Moscow boldly to seize Estonia, Latvia and Lithuania (and possibly Finland) and hold them outright, would run counter to the Atlantic Charter and the expressed policies of Britain and the United States, in which Moscow has concurred. On paper, at least, it will look better if the nations along the Baltic are made "free" members of the Union of Soviet Socialist Republics. How much of freedom these or any of the others will actually possess within a system that is apparently the most unified and solid political set-up in the world today, remains a mystery and a cause for gloomy speculation for all idealists.

Mother to Millions

"Hello—Mrs. Smith? This is Miss Donnell of the Red Cross. You asked us to get in touch with your son Bruce in India. Our field representative out there has talked with him. He is well and happy and has begun to receive his mail from home."

"Thank you, Miss Donnell," you say. "It seems wonderful to have so much trouble taken over one individual."

But that is what the American Red Cross lives for—to do things for individuals; to span the distance between a boy in the army or navy and his anxious wife or mother at home; to get the careless soldier to write more often; to check whether the emergency he tells about is true cause for giving him a furlough or only another one of those yarns.

The Red Cross is thousands of different things to millions of different individuals. Whatever the need of each, the Red Cross either has anticipated it or meets it on the spot. The Red Cross is a great organization, equipped by millions of people to do great things. But those great things turn out to be personal, humane acts performed by efficient, humane individuals to render some person or persons happier. It reminds you of the little things your mother did. In helping to support the Red Cross you enable the spirit of mothers at their best to wing its way to where some one needs a word or deed of good cheer.

OUR SCHOOLS PROMOTE INTER-AMERICANISM

JOHN C. PATTERSON
Chief, Division of Inter-American Educational Relations
U. S. Office of Education

THE schools of the United States are playing a significant role in inter-American affairs, for an understanding of our neighboring people is growing quietly in thousands of classrooms throughout our country in this winter of 1944. Perhaps no other demonstration of interest on our part seems so significant to the Latin American as does this schoolroom activity, for it proves conclusively our desire to know our neighbors and it testifies to the permanency of our present national policy. Unfriendly critics of the United States cannot cry, "political expediency" with reference to a program whose roots lie deep in our geography, history and language classes, and in the extracurricular activities of our school children.

This schoolroom preparation of our children takes many forms. In this paper, therefore, we can do little more than point out a few of the things which seem to be significant in our progress towards inter-American understanding.

New programs are being worked out in the fields of Spanish and Portuguese language as teachers and students alike endeavor to overcome our woeful inability to exchange ideas with other persons in languages other than our own. It may well be that the experiments now in progress will produce patterns which will be helpful to schools and teacher groups through the years to come.

A project engaging the attention of a group of Spanish teachers in the Baltimore schools includes regular meetings to develop plans for cooperation with a group of visiting teachers of English from the other American republics. It is expected that several visitors will arrive in Baltimore in the near future and the carefully developed program will insure from this visit the maximum good for both the host teachers and the guests. The goal is to extend the knowledge of each group in the language, the country, the institutions, and the culture of the other groups. Our teachers and the visitors will work together for several weeks and the results should be that all concerned will be better prepared to guide their students towards inter-American understanding and cooperation at the conclusion of the project.

In New York City, on the other hand, our illustration is taken from the greatly increased interest in the Portuguese language and in Brazilian life and culture. In this instance we do not find teachers from various schools coming together for planning; instead we have students from a number of schools, meeting together at the Horace Mann-Lincoln School each afternoon for Portuguese language classes. Four such classes have been organized and the program was inaugurated on November 23 at the Central Commercial High School when both the Mayor of the City and the Brazilian Consul expressed their enthusiasm over the developing interest in New York in our great South American neighbor. The project is encouraging to many people both in the United States and in Brazil who have realized the inadequacy of the understanding which has existed between our republics in times past.

Had we dropped into the Henry Clay High School in Lexington, Kentucky, during the early weeks of the present school year we would have found an unusual interest in Latin America in general and in the little Central American republic of Costa Rica in particular. Indeed this enthusiasm was not confined to the high school but spread throughout the city of Lexington, and it was due in large measure to the presence in Lexington of a delightful teacher of English from San Jose, Mrs. May Morales. As a guest of the Government of the United States her primary purpose while here was to improve her knowledge of our language and to learn all that she could about our schools and how they operate; she also found time, however, to conduct some classes in conversational Spanish, to speak on assembly programs, and to discuss her country in the geography, history, and English classes of the Lexington schools. As a result of her visit, one Central American republic seems far less remote from Lexington than it has ever seemed before.

An entirely different type of program has been developed in the "Inter-American Demonstration Center" in Detroit, which is being carried on in cooperation with the U. S. Office of Education. Here the inter-American project has been centered in four schools —Poe Elementary, Hutchins Intermediate, Eastern High School, and Cass Technical High School. These institutions are working

with an organizing committee and the directors of instruction in various fields, as well as with staff members of Wayne University.

Several departments have made contributions to the program. In social studies a bulletin has been prepared to show where in each grade from third to twelfth, information about the other American republics may be integrated with the regular program of work. A course in general language for grades seven and eight gives a general understanding of the language as a means of communication and includes a unit on Spanish. High school teachers of literature analyzed their course with the idea of including more Latin American materials, and the literature department of the elementary schools has developed a teaching unit, "Children of Latin America." Nine rotating classroom libraries of forty books, each dealing with various phases of child life in all of the other American republics, are available. Classes in composition have used the first-hand experience of Mexican children enrolled in the schools as a basis of discussing the traditions and customs of Mexico. Auditorium programs have been planned to integrate the work of various departments in the elementary school. Art study groups for teachers have emphasized life in the other republics. Classroom instruction, orchestra playing, ensembles and choral groups have helped to familiarize the students with Latin American music. Physical education and home economics have made their contributions and so have the school news papers, fiestas, assembly programs, films and clubs.

All known avenues for creating an understanding and interest have been used to develop a well-rounded inter-American program as an integral part, not only of the schools designated, but many others in the Detroit area, and the young citizen of today is developing a growing knowledge and understanding of people who have heretofore largely remained unknown to our great midwestern cities.

In some schools it is the Pan American Club which stands out as the chief contributor towards inter-American understanding. More than 1,000 of these clubs are actively at work in the United States and others have recently been organized in a number of our sister republics. Not long ago the clubs of the El Paso, Texas, high schools were hosts to 200 teachers and students from the neighboring city of Juarez. There were speeches, dances and songs, and a luncheon served by the Club of one of the schools. School children from different republics, speaking different languages, were happy in a stronger feeling of neighborliness.

Clubs in other schools, unable to exchange visits with fellow students from another republic, are exchanging scrapbooks, school annuals, flags, stamp albums, music, and souvenirs. A good project for a club is the preparation of a scrapbook relating to its school or to the city or state in which the students live. Such a book may be forwarded to a school in one of the other republics and will help school children there to understand the way we live and work and play in the United States.

But the activities for the promotion of inter-American understanding which are taking place in the schools are not limited to the institutions of the United States. Schools in the other republics are adopting means which are expressive of their own ideas for demonstrating inter-American friendship.

One illustration of this expression is an event which took place in San Joaquin de Flores, Costa Rica, on Thanksgiving Day, November 25, 1943. That was the day selected by the Minister of Education for the formal dedication of a new school in the little town of San Joaquin and a demonstration of friendship for our country. The school was named "Escuela Estados Unidos de America" (School of the United States of America).

Two special trains carrying Costa Ricans and citizens of our country made the journey to San Joaquin de Flores from the capital, San Jose. Among the distinguished guests of the village for the occasion were the Minister of Education, the Governor of the Province, the Ambassadors of the United States and Mexico, the Minister of Nicaragua, and a number of other high Costa Rican officials.

The ceremonies began with the raising of the Costa Rican flag by the U. S. Ambassador while a military band played the National Anthem of Costa Rica. Dr. Luis D. Tinoco, the Minister of Education, then raised the United States flag while the band played the Star Spangled Banner. Following the flag raising, addresses were made by the Minister of Education and the American Ambassador. The Minister spoke graciously of our country and stated that this school was to be a symbol of the strong friendship between our republics. Our Ambassador referred to the occasion as an international act of courtesy and good will and one which would be greatly appreciated by all of the people of this country. The children of the school presented a program of American songs and dances.

One more school in the other American republics has been named in honor of our country. In this school, as in similar schools, special emphasis will be placed on subjects relating to the United States. Our language, geography, history, and culture will be studied there and generations of children in San Joaquin de Flores and the surrounding area will develop into men and women with more than an average knowledge of our country and with warm spots in their hearts for the land for which their school was named.

With these few illustrations, we

have sought to point out some ways in which schools may contribute towards our final goal in the Americas, an appreciation of one another, our cultures and our problems. It must once more be emphasized that the future of our countries is in the hands of the teachers and it is upon their initiative, enthusiasm, and perseverance, that we must depend for cooperation among our republics if we are to avoid strife and misunderstanding.

HOW CAN INTERCULTURAL TIES BE STRENGTHENED?

Answered by spokesmen for some of the Other Americas.

BRAZIL

There are different aspects to the cultural interchange between schools, universities and educational agencies of the United States and of Brazil.

1. In the field of higher education, the number of Brazilian students sent on scholarships to the United States has increased constantly during the last few years, and has proven highly beneficial. The problem today is to establish reciprocity in the field. Very few American students have so far gone to Brazilian universities. We know, of course, that the war situation and that the demands on the youth of this country have been the main deterrents. However, we are now entering a period when an increasing number of young Americans are being discharged from the armed forces; many of them are anxious and eager to continue their education. We would be happy to see a few of them sent on scholarships to Brazil.

2. In the field of secondary education, interchange is also very important, but its nature and modalities are rather delicate. The question here is not an exchange of students but rather of teachers, methods, concepts and equipment. I would say that we are very anxious to receive technical help from this country, and not at all anxious to receive educational missions. The reason is that our problem of secondary education differs basically from yours. The United States, having already established primary education for the overwhelming majority of its children, is now in the process of offering secondary training to every boy and girl in the country; the standards of your high schools are thus adapted to mass education. In Brazil, we are striving to give mass education on the primary level and still only a small proportion of our youth goes through high school. As a result, secondary training in my country, is of a character that instils qualities of leadership and gives an intensive humanistic training very akin to that which is given in the gymnasia and lycea of Western Europe.

3. In primary education, there is a great contribution that the United States can make. The standards of American primary schools, both technical and pedagogic, are of the highest order. A great deal of interchange can be carried out on this level.

4. Vocational training is another field where you can make a great contribution in Brazil and throughout Latin America.

5. Likewise, there is a contribution that Brazil can make to education in this country, namely: the results of our experience—which is the most important one in this continent—of adapting to an American environment the traditions of Latin and Hellenic culture and the teaching of the Humanities, with all the political, social and racial attitudes that such an experience entails.

HERNANE TAVARES de SA,
Senior Consultant to the Coordinator of Inter-American Affairs.

CHILE

The unity of democratic purpose in the Americas will remain voiceless and incipient unless cooperative action is achieved through educating the peoples to join with each other in mutual endeavor.

The educational institutions of Chile and the United States, in concert with those of the other republics of the Western Continent, constitute the first line of attack against ignorance and misunderstanding among and between their peoples. They must devote themselves to the task of creating in the youth of this hemisphere a consciousness of their common aspirations and social purposes; and to lifting their moral and spiritual level in the achievement of those goals which were sought by the progenitors of our Republics, and on which suffering humanity everywhere has fixed its eyes as the beacon to guide them along the road to freedom and plenty.

Through student and teacher exchanges, through the press and the radio, education must tend to form a truly American mind, continental in feeling and scope, national in its desire to make its own distinct contribution to the cultural formation of the Western World, while at the same time as free as possible from the ordinary, narrow selfishness, which wishes to exclude others from the equal enjoyment of the fruits of their toil and achievement.

RODOLFO MICHELS,
Ambassador of Chile

XUM

CUBA

It would be difficult to exaggerate the importance of the mission of the school if one takes into account the fact that it is the crucible wherein are cleansed and formed the future citizens of the country. It is the place where perhaps, after the home, the typical physiognomy of each nation acquires through the course of its tradition a more precise emphasis and a more definite expression. The nature or tendency of every country's own culture in its most nationalistic traits, where it is best revealed and affirmed, is in the school. It is for this reason that the school becomes slightly permeable to, and even reacts against, the healthful influence of the levelling process of internationalism.

The ideal formula would doubtless be that the school, without departing from its role as the mirror or pure nationalism, of traditions worthy of perpetuation, would become internationalized to such an extent that its teachings might tend to inculcate in its pupils true sentiments of human solidarity, of the genuine universal sense of humanity unaffected by any prejudice of racial or cultural superiority. In this event, a Cuban and a North American, grounded in these principles, would not feel strange to each other, since their ideals would be identical although they might have attained them in different ways.

AURELIO F. CONCHESO,
Ambassador of Cuba.

PARAGUAY

Remarkable progress has been made in the last few years in strengthening the intercultural ties between Paraguay and the United States. Much of the credit must go to governmental policy, which has prompted a desire for understanding, but the educational systems have been the agencies responsible for the realization of this aim.

One of the most important factors in cultural understanding between Paraguay and the United States is the trend in both countries to study foreign languages which will be of immediate practical use. Since economic relations between South America and the United States are becoming increasingly vital to both continents, this means that the Paraguayan schools are concentrating on English as the foreign language requirement, while the schools of the United States now have unprecedented enrollment in their Spanish classes. The fact that the primary motivation for this trend is practical does not lessen its cultural importance. The schools of both nations should encourage this study of the language of their respective Good Neighbors, for cultural understanding can be achieved only if there is a common tongue. Students of Paraguay must know English in order to appreciate the literature and cultural background of the United States, just as the students of the United States must know Spanish in order to delve into the writings of Paraguayan authors.

The schools of both nations have an obligation to cooperate in sponsoring the policy of exchange scholarships in the post-war world. There is no better way to strengthen intercultural ties than to have a sizeable number of educated persons in each country who have lived, worked, and studied with the people of another country and so are able to interpret their culture.

CELSO R. VELAZQUEZ,
Ambassador of Paraguay

PERU

Educational agencies in our Latin countries and in the United States should, if I am not mistaken, teach the younger generations that cultural dissimilarities do not necessarily imply a greater or lesser degree of culture.

When our sons will realize, as they are already beginning to do, that so-called Latin and Anglo-Saxon cultures do not exclude one another, but rather serve as complements, then, I think, they will view with true friendly interest American intellectual development. They will strive to become better acquainted with your culture; and in order to do so, they will have to come closer to you, thereby bridging the gaps that still exist.

M. de FREYRE Y SANTANDER,
Ambassador of Peru.

URUGUAY

In my opinion, the strongest tie that can bind any two countries together is the mutual understanding of one another's language.

I wish you success with the Journal of Education and appreciate your dedicating the February issue to the Republics of North and South America.

JUAN CARLOS BLANCO,
Ambassador of Uruguay.

VENEZUELA

I would say that there is, at present, very important cooperation among our cultural agencies, such as universities, schools, acedemies, etc., and corresponding centers in this country. This, undoubtedly, is helping to a great extent towards the strengthening of the spiritual ties which fortunately exist among the American republics and which, on account of the war, tend to solidify even more at present because of the similarity of their people's ideals.

Lately, these spiritual and intellectual bonds uniting our countries are all the more enhanced owing to the interchange which is taking place in the American republics, of a large number of students to whom fellowships have been offered and who are sent to educational centers to specialize in various fields of knowledge, as well as to give lectures on the wealth of the countries below the Rio Grande and

give account of their characteristics and development. Once these students have completed the various courses in schools and universities and have also had the necessary experience in laboratories, factories and shops, thus acquiring technical skill and scientific background indispensable for the future well-being of the whole Continent, an undeniably brilliant task will be fulfilled.

DIOGENES ESCALANTE,
Ambassador of Venezuela.

OPPORTUNITIES FOR ENGLISH TEACHING IN LATIN AMERICA

MURIEL LEACH
Education Program Officer
Office of Inter-American Affairs

THE enthusiasm in the United States for the study of Spanish and Portuguese has its counterpart in the other American republics in the wide-spread and growing interest there in the learning of English. In some countries the study of English is obligatory in the national schools; in others, where the foreign language to be studied is elective, there has been a marked increase in the study of English. The demand among adults for instruction in English is overwhelming. Like us, the Latin Americans are motivated by various interests; the taxi driver is looking toward future tourist trade; the Dean of the School of Medicine wants to be able to read our medical journals; the student hopes to be eligible for one of the numerous inter-American scholarships; the young clerk seeks an implement for economic advancement; the *literati* desire to read Poe and Whitman in the original; the government official has his eye on a post in the United States or a tour of this country; and the young senorita wants to be able to talk the language of Hollywood or to learn the words of our popular songs. Again the motive is immaterial. The thing that counts is the fact that these neighbors of ours, in learning our language, are laying a firm foundation for future understanding and co-operation.

This situation focuses attention on the inadequacies of personnel, text-material, and supplementary reading in this field to meet the demand. The need for qualified teaching personnel with a knowledge of modern methods of teaching English as a foreign language is great. When President Lescot of Haiti, in October of 1942, made the study of English obligatory in all Haitian schools, he recognized the real problems to be confronted in putting the program into effect. By far the greatest difficulty would be to find enough instructors capable of teaching English. Consequently, President Lescot appealed to the United States Government to assist in the procurement of qualified North Americans who could aid in the initial stages of the program.

Under the auspices of the Office of Inter-American Affairs and the United States Office of Education, a supervisor and nine language instructors, with a fluent knowledge of French and experience in foreign language teaching techniques, have been sent to Haiti and are at present stationed in various cities in that country giving classes in English and assisting the national teachers of English to perfect their knowledge of the language and their teaching techniques. It is contemplated that during this coming summer these same United States instructors will remain to conduct an intensive summer course for the national teachers of English. By next year, the difficulties confronting Haitian educators will be considerably diminished.

In many cities of the other Americas, Cultural Institutes, arising spontaneously from mutual interests on the part of United States residents and nationals of the country and from their reciprocal desire to know each other better, have been established. In almost every Cultural Institute, the teaching of English and Spanish—in the case of Brazil, Portuguese—has become one of the most important activities, clear recognition of the practical necessity for knowing each other's language before any real understanding can be accomplished. In practically every locality where English classes are offered, the number of registrants far exceeds the capacity of the classes: there are not enough available qualified teachers of English. Anyone may register. One class included among its members the janitor of the Law School and the Dean of the School for Veterinary Medicine. Classes are being taught for Army, Navy, and Aviation officers, in cooperation with Ministries of War, and professional men who already have some knowledge of English are perfecting their knowledge in order that they may read and understand United States books and periodicals in their particular fields. In most of the other American countries, radio courses in English, which have proved exceedingly popular and effective, have been sponsored by Cultural Institutes or other bi-national organizations.

To some of the Institutes, where the need has been greatest and the situation has warranted, the Office

of Inter-American Affairs has supplied North American language instructors, not only to teach English classes themselves, but more often to supervise the English teaching program sponsored by the Institutes, which sometimes employ as many as fifty teachers. In many instances, the North American instructor has opportunity to work directly with the Ministry of Education, giving courses to the national teachers of English and aiding them in their English teaching methods. For example, the instructor sent to Brazil to supervise the classes at the Cultural Institute in Sao Paulo, during the summer vacation period, held a six weeks specialized course for Brazilian teachers of English in high schools and teachers' colleges. Fifty-four teachers completed the course, the closing ceremonies of which were conducted by the State Director of Education and attended by the Director General of the National Department of Education, who made a special trip from Rio de Janeiro for the purpose.

▼

Likewise, an increasing number of requests are being received from educators in the other American republics for North American language instructors to assist in their general English teaching program or to give courses at their universities and normal schools. Responsibility for the success of the program depends largely on the persons selected for these important posts. Although high professional qualifications are essential, a candidate must also have certain personal qualities which will make him a desirable representative of the United States at all times. The importance of a fluent knowledge of Spanish or Portuguese can hardly be overemphasized, since that knowledge is essential not only for his teaching techniques but also for his close cooperation and association with nationals who speak little or no English.

Among his personal traits it is important that he have a deep sense of responsibility, a flexibility which will enable him to adapt himself to new situations, a tactful and diplomatic approach in his dealing with people, stamina to stand up under rigors of a long school day, and a genuine interest in teaching English and in making a contribution to the country to which he is sent as well as in receiving a contribution to his own cultural development.

Professionally, it is desirable that a candidate have an advanced academic degree in order that his leadership in the field may be acceptable in academic circles and to the highly trained adults whom he may be teaching. Successful language teaching experience in the United States is important as a proving ground for the candidate's ability to master the far more complicated problems encountered in teaching English in a foreign country. Since techniques of teaching English as a foreign language are basically distinct from those employed in giving English instruction to English-speaking persons, a technical knowledge of American English grammar, especially in its relationship to the patterns and syntax and sounds of the Spanish and Portuguese languages, is essential.

No candidate should be considered prepared for appointment unless he has a basic knowledge and understanding of the culture, institutions, Government services, and *mores* of the United States, in order that he may sympathetically make his country known, in its varied aspects, to Latin Americans. Equally important is a knowledge and understanding of the historical and social background of Latin American countries which will facilitate his adjustment to the psychology and customs of the people with whom he is to associate and permit him to make greater contributions in his chosen field.

Few persons are, without special training, fully qualified for this new work in the other Americas. It is to the best interests of the program, therefore, that special training be made available to interested candidates who already can meet some of the requirements. The University of Michigan has for many years been active not only in the promotion of Inter-American cooperation and understanding, but also in the development of techniques and material for the teaching of English as a foreign language. During the summer of 1942, to help meet the necessity for special training of candidates for English teaching positions in Latin America, the Office of Inter-American Affairs assisted the University of Michigan in the establishment of an English Language Institute for an intensive training course of eight weeks. Last summer a similar course was offered, with additional opportunity for training at a field laboratory which was established in connection with the Benjamin Franklin Library in Mexico City. Limited scholarships were available at both Institutes to well-qualified candidates for admission. The training school in Michigan was in session for eight weeks, with a planned enrollment of about thirty "trainees." The Institute in Mexico City will be in continuous operation during the year, training candidates in groups of six for a three-month period each.

This Committee will be responsible for the training and appointment of instructors and will act as an information center on available teaching material and new developments in teaching techniques.

▼

Here is real opportunity to enter an important and challenging field for those language teachers who have a basic interest in the inter-American program and a real desire to help diminish the language barriers among the Americas.

EDUCATION IS REMOVING BARRIERS

NELSON A. ROCKEFELLER
Coordinator of Inter-American Affairs

BASIC to all educational activities of the Office of Inter-American Affairs is the belief that effective cooperation among the American republics depends primarily upon mutual understanding among the peoples themselves. Since this understanding rests upon knowledge and information, education's place in the Inter-American program is easily discernible.

Events in the field of Inter-American affairs during the last four years provide a convincing demonstration of concerted action for the political, military, and economic defense of the American hemisphere and the democratic way of life. This great movement is unique in history and it is particularly significant today, when we spare nothing from the fight and at the same time look forward to the tomorrow that will bring us victory and the opportunity to engage again in peacetime pursuits.

The republics of the Western Hemisphere have tapped their forests, mines, jungles, and soil to pour an ever-increasing stream of raw materials into the arsenals of democracy in the United States and the other Allied nations. In this process, with its numerous ramifications, the people of all the Americas are learning more and more about each other and the significance of their inter-dependence. To aid this process of mutual understanding, the Coordinator's Office is charged, among other things, with the responsibility of fostering hemisphere inter-communication through such media as the press, radio, films, and education.

The educational activities of this Office are of two types—the comprehensive educational program in cooperation with other American republics, and activities that concern the increase of knowledge and information in the United States about the other Americas. All projects and activities are developed in close cooperation with the appropriate agencies concerned, the United States Office of Education, the Department of State, the Pan-American Union, and national educational organizations and learned societies.

To develop a comprehensive hemisphere educational program, in cooperation with the other Americas, an Inter-American Educational Foundation has been organized. This cooperative effort is being effected through the ministries of education of these republics, and through existing educational organizations and school systems, both public and private.

Specifically, the Inter-American Educational Foundation is entering into bilateral agreements with the educational authorities of other American republics to work out mutual educational problems and needs. Such agreements are strictly cooperative, and they call for joint contributions of funds, materials, and educational experts.

Activities are motivated primarily at elementary and secondary school levels, and toward working with teachers. Development of Inter-American teaching materials, vocational, agricultural, home economics and health education, and the advancement of the study of hemisphere languages—Spanish and Portuguese in the United States, and English in the other Americas—are fundamental to the program.

In languages, which are absolutely essential for any and all Inter-American understanding, much has already been accomplished. The increase in the study of Spanish and Portuguese in the United States is more than equalled by the interest in the other Americas in the study of English.

In the United States, the educational activities of the Coordinator's Office are largely coordinative and informational in character. The principal objective is to aid and supplement the work of established educational agencies and organizations that include the Inter-American field as part of their regular work.

Such projects include the preparation and distribution of Inter-American teaching aids, consultant services to teachers and schools, institutes and lectures on Inter-American affairs in colleges and universities, a national college discussion contest on Inter-American topics, Inter-American workshops in summer schools, and developing aids to the teaching of Spanish and Portuguese in the elementary and secondary schools of the United States.

During the past school year, for example, some 67 colleges and universities of this country held special Inter-American institutes to assist students, faculties, and college communities in increasing their background knowledge of the other Americas.

Large segments of our adult population were reached by these more than 500 lectures and discussion sessions, some of which were broadcast by radio. Several hundred experts on Inter-American affairs participated in them as speakers and discussion leaders. Among these were many distinguished visitors to the United States from the other Americas—educators, scientists, professional men and women, artists, writers, and members of the Latin Ameri-

can diplomatic corps in Washington.

A similar series of institutes and lectures are scheduled during the winter and spring months of 1944, and in this series more than 80 colleges and universities of the United States will participate.

Last summer, academic workshops in Latin American studies were conducted for elementary and secondary school teachers in 23 teacher training institutions for periods of from one to six weeks. Already similar workshops are scheduled for the 1944 sessions by 27 teacher training colleges and normal schools. Again, the chief purpose will be to train teachers of Inter-American subjects for the elementary and secondary schools.

The preparation of teacher aids includes such classroom assistance as the compilation of bibliographies of books, music and films on Inter-American subjects, the preparation of work units in the economy, geography and history of the other Americas, and supplemental aids in the teaching of Spanish and Portuguese.

The national college discussion contests on Inter-American topics is now in its third year, and at this time students in colleges from the Atlantic to the Pacific are equipping themselves with background facts about Inter-American affairs for use in their discussions. Last year, more than 10,000 students from 169 colleges and universities participated in the discussions.

In the Inter-American program of cooperation there is more than immediate wartime significance. This program has been designated by American statesmen as a pattern for international cooperation in the post-war world. Goodwill and understanding alone do not solve problems, of course, but they do make solutions to international problems possible, whether these are military, political, or economic.

No democratic government can effectively solve its domestic problems without the understanding and support of the people. Likewise, nations cannot work together in the achievement of common objectives without understanding and the mutual confidence to create social and political machinery which permits cooperation and joint action among those nations.

The twenty-one Americas are sovereign nations with a common heritage and somewhat parallel histories, certainly with similar democratic aspirations. Yet, too often in the past, barriers have kept them apart—barriers of language, of geography, and of culture. It is at this point that the educators of the Americas can play their important roles.

ENGLISH COURSES IN THE OTHER AMERICAS

BEN F. CARRUTHERS
Education Adviser
Office of Inter-American Affairs

So much has been written on the subject of the phenomenal growth of instruction in Spanish and Portuguese in the United States that we have almost lost sight of the complementary development of English studies in Latin America.

First with regard to universities. Here it should be noted that there are inherent differences with respect to university instruction, curricula, aims and levels in the Americas. The emphasis in the other Americas is definitely on professional preparation in law, medicine, dentistry, engineering, pharmacy, etc., to such an extent that in many cases the humanities, including languages and literatures, have been the Cinderellas of the university systems.

In most cases in Latin America it is assumed that the broad general knowledge of world civilization which we associate with the work of the liberal arts colleges in the United States is accomplished on the secondary level in the Latin American *colegio, instituto, liceo, gimnasio* or *escuela preparatoria.* It is in the secondary school that the Latin American student follows a rigid curriculum without electives obliging him to study Latin and two, three, four, or five years of a modern foreign language.

For many years French has been the favorite foreign language in Latin America's secondary schools as it was in the United States. The temporary eclipse of the political power of France has not caused the study of French to lose much popularity, and the language of Moliere still holds its own in the secondary schools and universities of the other American republics. Nevertheless, the most remarkable language trend in the other American republics is toward establishing English on a basis of equality with other languages for the first time.

The universities of Latin America are generally State Institutions with varying degrees of autonomy and are open to all citizens of the Republic who possess the necessary academic qualifications for enrollment in one of the

professional *Facultades* or *Escuelas* with the hope of completing the fixed curriculum for the requisite professional degree. It is assumed in many cases that the first-year student already possesses a command of English, French or German sufficient to enable him to read materials in those languages for the preparation of regular course work in medicine, law, pharmacy or engineering. In many cases the university authorities seem to recognize that the secondary school training is not adequate and they now require some further study of a modern foreign language on the university level of students who are not enrolled in the humanities.

In almost every university in which there is a strong Faculty of Humanities or Faculty of Philosophy and Letters, instruction in English is available, if not required, and in a few cases there is some attempt to offer work in English literature.

Regarding requirements in modern languages on the secondary level, namely for the bachelor's or pre-professional degree, the latest information available shows the following:

Country	Yrs. of Sec. School	Language	Yrs. of Lang. Req.
Argentina	5	English or French	5
Bolivia	6	English and French	6 (each)
Brazil	7	French	5
		English or German	5
Chile	6	English or German	6
		French or Italian	5
Colombia	6	English and French	2 (each)
		English and French literature	2
Costa Rica	5	English	5
		French	4
Cuba	4	English or French	3
Dominican Republic	5	English	5
		French	3
Ecuador	6	English or French	6-4 depending upon major
El Salvador	5	English	3
		French	2
Guatemala	4	English and French	2 (each)
Haiti	7	English	7-5
		Spanish	7-5 depending upon major
Honduras	5	English	5
		French	3
Mexico	5	English, French or German	2 depending upon major
Nicaragua	5	English and French	3 (each)
Panama	6	English	6
Paraguay	5	English or French	5
Peru	5	English, French, German or Italian	5
Uruguay	5	French	4
		English	3
Venezuela	6	French	4
		English	4-2 depending upon major

Thus when the secondary school picture is added to that of the universities, it is evident that modern language instruction in Latin America is not being neglected and it is to be hoped that increasing familiarity with the English language in the other Americas will be a most valuable aid to inter-American solidarity as was foreseen at the Lima Conference of American Republics (1938) which strongly urged the teaching of the languages of the hemisphere —Spanish, English, Portuguese and French in all of the school systems of the member states.

Inter-American Educational Conference

JOHN W. STUDEBAKER
U. S. Commissioner of Education

AN important milepost on the road which leads to closer inter-American educational relations was reached in Panama City, Panama, on the 27th of September, 1943. On that date the First Conference of Ministers and Directors of Education of the American Republics was assembled there by the President of Panama, Don Ricardo Adolfo de la Guardia.

It was a heartening fact that this Panama Conference should have been held at this time: that, in the midst of the greatest conflict the entire world has ever known, the leading educational officials of all American republics should meet in historic old Panama within sight of the Canal, one of the most strategically important military objectives of the world; there to plan for new and better ways to train American youth and adults for lives of peace; there to lay the groundwork for continued and closer educational cooperation among 21 free and sovereign states. It is, I think, symbolic of the faith in America's future of the peoples of the American republics and of their belief in the potency of education in building that future that such a Conference should have been held in wartime.

Into the work of the Conference went the interest, the talent, and the energy of able men. Committees were set up to study the resolutions submitted by the various delegations and to present them with recommendations before the Conference as a whole. From these committees, in the course of the eight-day Conference, came more than 50 resolutions and proposals which were approved in a series of plenary sessions. These resolutions covered a broad range of subjects.

For example, there was the recommendation that a contest be conducted under the auspices of the Pan American Union to secure a secondary school textbook on the history of the Americas which would be acceptable to all the republics and which they might consider for official use.

There was the recommendation that September 11, the anniversary of the death of the great Argentine educator, Domingo Sarmiento, be designated as Teachers' Day throughout the American republics and that appropriate ceremonies be held on that date each year to honor those indispensable servants of humanity, the school teachers.

Among other proposals accepted by the Conference, one provided that an elementary school in each of the Latin American republics be named in honor of President Franklin D. Roosevelt of the United States; another that schools bearing the names of sister republics throughout the Americas should receive maps, pictures, textbooks, and other educational materials from the republics for which such schools had been named. Perhaps many readers known that in Latin America there now exist schools named for our country, schools in which our National Anthem is sung in English, where Old Glory is flown on July 4, and in which every effort is made to give the children a better understanding of the United States and of our way of life.

Another matter which was carefully considered in the appropriate committee and which received the preliminary approval of the Conference was the proposal that the American republics support the recently established inter-American University in the City of Panama. Such a university has been under discussion for many years; this Conference approved the idea, though a number of delegations, including that of the United States, recorded an affirmative vote on the project with the understanding that it should be submitted to their respective governments for further study.

—Reprinted with permission from Virginia Journal of Education.

WHAT IS GOOD MATHEMATICS?

Fifth Article in the "What Are Good Schools?" Series.

FRANK M. RICH

TWO or three generations ago, the senior partner among the three R's was reckoning. Pupils were expected to know such rules as this, from Pike's arithmetic: "When tare, and tret and cloff are allowed, deduct the tare and tret, and divide the suttle by 168, and the quotient will be the cloff, which subtract from the suttle, and the remainder will be the neat."

Barnard in 1840 claimed to make arithmetic "entertaining and amusing" by such problems as the following: "John made 5 marks on one leaf of his book, and 6 on another; how many marks did he make? His teacher punished him, for soiling the book, by giving him 4 blows on one hand, and 5 on the other. How many blows did he strike him? When he was punished, 7 boys laughed at him on one side of the house, and 2 on the other; how many boys laughed?"

The following problem from Walsh's arithmetic of 1897 makes us realize that times have changed, including even the standard boarder's appetite: "If 8 boarders drink a barrel of cider in 12 days, how long would it last if 4 more came among them?"

Since those old days the real glory of "riffumtick" has waned. Well-informed pedagogues do not believe that puzzles and problems of the hen-and-a-half, egg-and-a-half, day-and-a-half variety go very far in strengthening the mind to meet life's battles. Thirty-five years ago Thorndike demonstrated that there is little if any transfer of training from one field of experience to another. The mind is not a muscle to be strengthened by heavy lifting, nor yet a claw to be sharpened by hard scratching. Solving mathematical problems helps one to grow expert in solving mathematical problems; and tinkering with flivvers in solving problems with flivvers, but not the other way around. The bottom has dropped out of the old faculty psychology.

But if mathematics in the schools of today has fallen back from its old claim to supremacy in its contribution to learning, it has lost nothing in its contribution to discouragement and failure. The mathematics marks are usually the lowest on the report card, and the term-failures in arithmetic and algebra are sometimes more numerous than the failures in all other subjects combined. If courses of study and standards of marking were based upon the natural ability of normal children, there would, of course, be no more marks below

the average than above in any subject. The marks are high in spelling and low in arithmetic because they do not represent pupils' ability, as compared with average children, but represent the number of mistakes made on each paper, and it is comparatively easy to reproduce a page of words from dictation with few mistakes, and hard to work out a page of new examples without making many. It would seem as though allowance for this fact could easily be made in rating and promoting pupils. But alas, the ivory does not all grow on elephants. Education week should be made a week of prayer, praying the Lord to send a new generation of natural born mathematicians who can pass the traditional requirements, or else to send teachers who can teach well enough to reach their own standards. Certainly something should be done to prevent children's lives being sacrificed and cultural interests poisoned by a stupid insistence upon the impossible in mathematics.

Let us sit down with the class for a lesson or two and see how much thought and talent are applied to inducting pupils into the great world of business and construction, letting them experience in a small way what builders, manufacturers, farmers, merchants, housekeepers, executives and financiers are doing in a large way to collect reliable data for their work, make intelligent plans and estimates, and insure honesty, reason and certainty, instead of random guesses and experiments where valuable time and materials may be at stake.

Is the reason and purpose of the drills or exercises apparent to pupils so that they can lend intelligent cooperation toward these goals?

Are outside interest in games, workshop, kitchen, laboratory, etc. brought in? Are pupils and teacher genuinely interested and attentive? Is the work socialized through projects—pieces of work pupils undertake for the sake of something they themselves want to make or do? Do pupils themselves assume some responsibility for progress? Are games and other devices important and constructive, or artificial, trivial and impractical? Does the teacher get concentrated attention, especially in oral work? How well has the teacher succeeded in overcoming factors of fatigue and boredom? Are periods, especially in oral work, short and intensive? Do pupils know, by means of graphs or other marks, their former records and attainments and strive to surpass them? How well does the teacher give pupils a high satisfaction in success? But, interest or no interest, is plenty of work done?

Is last month's or last year's skill and information kept alive as well as the new—i.e., drills in former topics repeated over long intervals of time: inventory tests used to determine material forgotten and needing to be relearned? Is objective mathematical material (measures, instruments, diagrams, pictures, models, objects, toy store, etc.) abundant and various? Is every individual pupil responsible for all he is capable of doing? Are pupils learning arithmetic, algebra and geometry as nearly as possible in the form in which it will be used, or merely in a schoolroom form that nobody uses? Does the teacher seem to know the subject thoroughly, especially in its practical bearings? Are assignments carefully made and explained? Is the class period vastly more than a mere recital and correction of work done out of class? Do pupils get adequate training in interpreting problems, planning solutions, making and testing comparisons, judging and deciding procedures with some degree of independence? Is the work adapted to individual differences by grouping, selective drill, special assignments, etc? Are individual difficulties sensed and remedied, as bridging tens in addition, zero difficulties in subtraction, carrying in multiplication, estimating quotients in division, etc.? Does teacher's questioning come up to the standard as regards clearness, economy of time, appeal to reason, and the like? Are problems, questions and explanations varied in form sufficiently so that pupils are not confined to one stereotyped pattern of problem? One boy said he could work the examples that began with "If," but he had never learned the kind that began with "When."

What standard tests have been applied and with what results? How much objective work,—charts, models, diagrams, illustrations, constructions and other evidences of applied instruction—are available for inspection?

The greatest contribution of mathematics to education is probably not keenness of mind nor skill with figures. It is or ought to be integrity of character; an honesty with self and others that eliminates chance and guess work. Once in a Boston restaurant, I sat opposite a man whose business it had been for twenty years to rent outfits and fixtures for window decoration. His visits had given him frequent contact with all the leading stores of New England.

"How many of the firms you were calling on twenty years ago." I asked, "are still doing business at the same stand, under the same or a new management?"

"About five percent," he answered.

"And the other ninety-five percent have all gone to the wall. Why?"

"Mostly poor management," was his answer. "Nineteen out of twenty who start in business either give up themselves or sell out to somebody else who has to give up. The business establishments are gone. Somebody couldn't figure well enough to keep them going."

I wonder if responsibility for any of this is chargeable to school mathematics?

XUM

Following Textbook Trails

The whole Western Hemisphere, its continents, island outposts and bordering oceans, comes into focus in *The American Nations,* prepared by W. W. Atwood and Helen G. Thomas and published by *Ginn and Company* (Boston). Here the pupil may learn under the guidance of experienced writers of geography texts and with plenty of built-in map and pictorial equipment, not only the geography but something of the historic background, the races and the cultures of the American lands. While the United States is thoroughly covered, and its territorial possessions as well, no part of the western world is omitted. Canada and Newfoundland are given due attention. The concluding third or more of the book relates to Latin America. Common ideals and aspirations of all the Americas are pointed out, as also are the differences that are most interesting and significant. The student of this text will derive from it a type of hemisphere consciousness that should make him a better neighbor to all the other Americas.

▼

Announced by *Houghton Mifflin Company* (Boston) for publication in April, *Our Latin American Neighbors,* by Harriett M. Brown and Helen M. Bailey, promises to be a history text of attractiveness and merit. Starting with an airplane view of the lands in question with an overall description of geography, climate and resources, the book will proceed with the fascinating history of discovery, ancient civilizations, conquests and colonization, and the revolutionary and later epochs. In twenty-six succeeding chapters the story of each country is considered in detail. A trio of concluding chapters deals with inter-American relations and the promotion of good will among us peoples of the western world. The book will contain many maps and illustrations, the circular informs us.

Already reviewed in this magazine of March, 1942 and deserving to be recalled here, is a pair of introductory Spanish texts by the same publishers. These are *El Camino Real,* thoughtfully designed as a sort of "royal road" to learning the Spanish tongue and at the same time gaining familiarity with Latin American lands, folkways and points of view.

▼

There are few better ways to enter into sympathy with our neighbors than to sing their songs. Theresa Armitage, Peter W. Dykema and their colleagues who compiled *Music Everywhere,* a volume of three-part songs in the series, *A Singing School,* must have had this in mind; for they included a section of songs from Latin America in this delightful collection. In several instances the words are given in both Spanish and English, and enough explanation is offered to provide pupils with the circumstances and meanings of the lyrics. *C. C. Birchard Company* (Boston) have good reason to be proud of this volume and the series to which it belongs. Many drawings add to the charm and joyousness these books radiate throughout. Even the sun wears a smile of benediction that is quite contagious, as it beams upon the pictorial map of the world in the frontispiece.

For an undiluted collection of 28 *Latin American Songs,* there is the paper-covered book of that name, compiled by Stevens and issued by C. C. Birchard. The songs are in two parts, with piano accompaniment. Words are in English. A few pages in the back of the book give the Spanish words of eight of the songs. Many countries are represented with characteristic and delightful selections. This little book shows no signs of being designed for very young children, as one might mistakenly judge from the limited number of parts.

▼

For a country-by-country inspection of lands and folkways below the Rio Grande, one could hardly ask a more attractive set of books than the *New World Neighbors Series,* produced by *D. C. Heath and Company* (Boston) a year or two ago. These were described in these pages in May, 1942. We understand that several more volumes in the group are soon to be published.

The practical need for a not-too-lengthy text setting forth the nature of the problems confronting the peoples of the two continents in their efforts to pull together is well served by *Latin America and Hemisphere Solidarity,* by Downes, Singer and Becker, another and most recent Heath book. Skipping most of the usual material and history and geography, the authors focus mainly upon what is meant by "solidarity," what obstacles must be removed and how this may be undertaken. Thus we learn about the important differences of culture and political heritage, and of the economic inroads made by the Axis prior to Pearl Harbor; of the propaganda and the plots which had been all but sprung on the eve of the Japanese attack, in order to confuse our war effort at the outset; and of the Nazi barter system and other commercial relations with Europe which may still prove troublesome when the war is over. Designed for a short course or unit, the text readily lends itself to more extended study in schools where this is possible. The style is lively and straightforward; the book a challenging portrayal of real conditions fraught with destiny for all the Americas.

Spanish, French and even Portuguese texts are to be found in great variety on the Heath list, as every one knows, and always up to a high standard.

For a History of Latin America, the same company offers that of Webster and Hussey, likewise previously noted in these columns (Nov., 1941).

▼

A friendly introduction to our potential friends in that southern continent that swings off to the east as if holding to a trapeze, is given by Alice Dalgliesh in *They Live in South America,* published by *Charles Scribner's Sons* (New York). Here we learn, in language clear to any intelligent boy or girl, much we have wanted to know about those other Americans—what they do and think, what their backgrounds are, and other facts. The book is attractively designed and illustrated and really seems to put us right

to Latin America . . .

next door instead of miles away from them.

Few men know Latin America so thoroughly or write about it so vividly as the well known correspondent and radio commentator, Edward Tomlinson. His book, *The Other Americans,* is a *Scribner* product that must give its publishers pride and satisfaction. From the Caribbean islands to the tip of Chile, and from Mexico to vast Brazil, the nations are described, their histories told, their parts in the world drama of today sympathetically defined. High school students and adults alike can enjoy what Tomlinson unfolds to them.

For the linguistic approach, *Scribner* offers *Cuentos de las Espanas,* a collection of stories and other material by Spanish writers of the Old World and the New. A half year or more of Spanish study should probably precede the reading of this text, which is of course complete with vocabulary and questions.

For an even earlier encounter with Spanish narratives, there is *A Practical Spanish Reader for Beginners,* intended to go along in step with the grammar of similar name or any other good manual of syntax. This, too, is a *Scribner* book.

▼

Not perhaps the easiest but surely the most natural route to the understanding of our hemispheric neighbors is through reading about them in their own language. Several such bookways to the south are published by *Henry Holt and Company* (New York). First comes a little trio, each in a deep, plain colored cover, and each by Jane C. Watson and a collaborator. The three together run the whole gamut from Cape Horn to the Rio Grande. *South to Mexico* (Watson and Quinamor) is a collection of twenty-two short pieces, mostly in narrative style, and in quite simple Spanish. It is built for use after the language has been studied only a few weeks. Each story has its individual vocabulary and its set of exercises. Second in difficulty, is *On to South America* (Watson and Moore), fitted for use in first or second year of Spanish. Finally there's *In Central America* (Watson and Moore), which follows the same general pattern but goes in for words, idioms, subjunctives and other necessary evils in a manner to place it distinctly in the second or some later year.

Other *Holt* books giving the Spanish approach can now be taken at random.

Latinoamerica, by P. V. Fernandez of New York University, finds its author striving to be objective in his apportionment of material to the various countries and in his choice of what to emphasize. One result is the allotment of much space to Brazil, and of generous portions to Argentina, Chile, Uruguay and the major islands of the Caribbean, lying so near our own shores. An outstanding series of paintings of the Spanish conquerors by Usabal are reproduced in black and white to enhance the beauty of this volume.

Another in the *Holt* repertory, *Hispanoamericanos* by Willis Knapp Jones and Miriam M. Hansen, is composed of stories about typical Latin Americans —stories gathered from the literatures of the various countries. *Grandes Latinoamericanos* (Huebener and Morales) is what its title indicates, a set of biographies of important historic characters. Each chapter starts with a sketch in English and proceeds with the main account in Spanish. Finally, there is *Spanish American Life* by John A. Crow, a reader of gradually ascending difficulty, ranging from background types and customs and common experiences to selections from and about Spanish American literature. Altogether a striking array of texts are these from *Henry Holt.*

▼

The title, *Americans Together,* sounds the keynote of a book by Dwight Salmon and Evalyn Bayle. One important chapter explains why our hemispheric neighbors came to suspect and dislike us in the decades following their liberation from Spain —a chapter unusually rich in food for thought. The geographic regions and their inhabitants are described rather broadly. The authors delve into the past to rescue the fascinating stories of the early civilizations, the periods of exploration and conquest and colonization, and the revolutionary epoch. Difficult pronunciations are indicated on the spot, and the whole is rounded off with a glossary. As one of the first books between cloth covers to be issued by *Webster Publishing Company* (St. Louis), previously noted for their workbooks, this sample whets the appetite for more.

▼

Our Good Neighbors in Latin America, by Wallace West, is a comprehensive survey, largely made up of material already used in an important series of good will broadcasts over the NBC network. An excellent general introduction traces the history of the Spanish and Portuguese conquests and settlements and that of the revolutions which followed. Separate chapters then take up in more detail the story of each nation. A moderate amount of statistical matter on each country is gathered in the appendix. Questions on each chapter are a feature teachers will appreciate. The book is handsomely illustrated with photographs. *Noble and Noble* (New York) are the publishers.

▼

A pair of supplementary readers by Mildred H. Comfort provides interesting coverage of all the Latin American lands and Canada as well. These are *Peter and Nancy in South America* and *Peter and Nancy in Mexico*—the latter book including West Indies, Central America and the Dominion. The two children, aged about ten years, travel in company with Uncle Lee, who is a fountain of information on social and economic matters innumerable. There are many illustrations and the style is simple and graphic. *Beckley-Cardy Company* (Chicago) publish these books; also one called *Jolita,* by Alice F. Peterson, which treats of Central American jungle country and is full of strange animals, butterflies, orchids and much else that grownups and youngsters alike are glad to learn about.

All Latin America is divided into eight parts. Such, at any rate, is the way its twenty distinct republics are arranged into natural groups or regions in the *Good Neighbor Series* of unitexts, publications of *Row, Peterson Company* (Evanston). In their strikingly pictorial covers and equipped with abundant maps and illustrations, both in colors and in black and white, these readers surely have eye appeal. But their text equally well presents its message of geography, history and other lore essential to an understanding of those other Americas and their inhabitants. Each of the eight units was the work of Sydney Greenbie, and all were produced under the editorial direction of John W. Studebaker. The eight titles follow:— *Next Door Neighbor; The Central Five; Three Island Nations; By Caribbean Shores; Children of the Sun; Republics of the Pampas; The Fertile Land; Between Mountain and Sea.*

▼

All of us need to be concerned as to future economic relations between the United States and its neighbor lands to the south. *Pan American Economics,* by Olson and Hickman (*John Wiley and Sons,* New York) provides for the mature student an excellent portrayal of the wealth and income factors, how they operated before this war, and how they have been modified by emergency conditions. What does the future hold for United States and Latin American economic cooperation? Is the Western Hemisphere likely to maintain a high degree of hemispheric self-sufficiency, or will earlier tendencies reemerge and make for participation in a worldwide economy, encouraged by some universal planning board yet to be set up? Olson and Hickman do not venture the answer. But their text provides the needful basis for study of this whole matter.

▼

Circulars from *Prentice-Hall, Inc.* (New York) remind us of two noteworthy volumes recently revised by their authors. One is *A History of Latin America* by David R. Moore; the other, described as very comprehensive, is *Geography of Latin America,* by Fred A. Carlson.

TEXTBOOKS THAT ARE

Good Neighbors

New World Neighbors

Four new titles bring to twenty the books in the New World Neighbors series. Authentic, fascinating stories written by educators, explorers, and specialists in inter-American relations. Ages 8 to 14.

★

Latin America and Hemisphere Solidarity

DOWNES, SINGER, BECKER

Offers not only an over-all view of Latin American culture and economy, but also an unbiased, completely objective interpretation of hemisphere relations and hemisphere solidarity. Absorbingly interesting to high school readers.

★

History of Latin America, 3rd Edition

WEBSTER AND HUSSEY

Widely relied upon as the most complete and usable book for high school study of Latin America. Gives an authoritative, up-to-date picture of Latin American countries and their relations with the great powers.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
San Francisco Dallas London

Our South American Neighbors, by Francis Carpenter, gives a plane's eye view of South America, informal but replete with history and geography. Its publishers, *American Book Company* (New York) also call attention to their pamphlet, *War with the Axis,* by Charles T. McFarland, as dealing in large part with the Western Hemisphere and its common problems of defense, commerce and neighborly interdependence. The same firm offers various readers on Latin American lands and a variety of Spanish language texts.

▼

Lyons and Carnahan (New York) present an attractive reader, *Brazil, Land of Surprises.*

▼

Follet Publishing Co. (Chicago) has produced *Our Southern Neighbors,* by Meyer, Gray and Hancock, as a means of selling the good neighbor policy to pupils of junior high school age. A casual scrutiny suggests that it might do the job quite successfully.

▼

Some of the most active educational publishers, such as *The Macmillan Company* (New York) have nothing brand new in the Latin American field at the moment but admit some surprises in the making.

▼

One should not overlook the vast amount of excellent Latin America material that has been built into social studies texts of a more general nature. *The Stull and Hatch Geographies* published by *Allyn and Bacon* (Boston) are an outstanding example of well balanced texts in which our hemispheric co-dwellers hold their rightfully important places.

▼

Pupils from the fifth to the eighth grade have both entertainment and information in store for them in *Down South America Way,* by Cusack and Stumpf, a product of *Wheeler Publishing Company* (Chicago). Here are twenty-one stories and five short poems, culled from the literatures of the United States and Latin America, but all given in English, and all treating of characters or situations in lands to southward of our own. It is strikingly illustrated and has a 32-page section on essential history and geography.

(Please turn to page 64)

TEACHING IS ALSO JOE

The "also" in the above heading is a reminder of "Teaching Is Grace and Johnny" in our December issue.

ELIZABETH MOORE

JOE was sixteen when he came to intermediate school from the grades. He was assigned to my 7B mathematics class, and I shall never forget how he looked sitting there in the largest seat in the room with his long legs sticking out in the aisle. Try as he would, he could not fold them up short enough to get them under the desk. His round vacant face and "stick-out ears" looked like a shining full-moon with wings. His person and clothes were immaculately clean. Midst his squirming and twisting, he looked up and spied me. He smiled, and his clear blue eyes searched the very depths of my soul.

Joe's manners were all that Emily Post could ask. It was Joe who held my coat when we went to lunch; it was Joe who helped the smaller boys with the heavy cloak-room doors; it was Joe who never forgot to say "please," "thank you," and "pardon me"; and it was Joe who raised the windows and pulled down the maps. Joe never failed to have his lesson all written out neatly although the answer to "two and two" might well be one thousand or one million. But figures there were and page after page of them. I can see him yet as he left for home each evening, his book-satchel filled with books, red books, blue books, green books, pencils and papers; and each night as he passed my desk, he never failed to stop a moment and thank me for all I had done for him that day.

Naturally, I wondered about this well dressed, well mannered boy who was sixteen and yet only six. I learned that Joe came from a certain school and, as luck would have it, I happened to know the first grade teacher in that school. She told me that Joe came from a good, average American home; his father was a mail clerk; his only brother was a brilliant student in high school; and his mother was an invalid. Joe had been born a healthy, normal baby, but at the age of six months had had a serious illness which had left him partially paralyzed and mentally afflicted. His good mother had worked so hard trying to make him like other children that she

Children need the joy that is in

A SINGING SCHOOL

Armitage • Dykema • Pitcher

THE NEW BIRCHARD BASIC MUSIC SERIES

YOUR GRADE CHILDREN will be happier during these difficult times if they have A SINGING SCHOOL as their basic music series. These books are new. They meet present needs and will serve the future. They stress spiritual values while offering a sound, modern program for instruction in musical skills. They contain a treasury of the world's finest music—classic masterpieces and folk songs.

Teachers and children alike will be delighted with the joyous All-American character which shines through these books; with the songs that recall our glorious heritage and give a vivid picture of our beautiful land; with the music of our neighbors north and south, including special projects using Latin American songs and folk dances; with the natural childhood appeal and the illustrations that heighten interest and pleasure.

A SINGING SCHOOL is the latest, most carefully planned basic series now available. It is a complete series, with books for children, teachers' manuals, accompaniment books, and records—the supreme achievement in our more than forty years of pioneering in good school music.

Send for copies to examine. Discover how these books will give new life to your school music program.

OUR FIRST MUSIC.....First Grade
OUR SONGS.....Second Grade
MERRY MUSIC.....Third Grade
WE SING.....Fourth Grade
OUR LAND OF SONG..Fifth Grade
MUSIC EVERYWHERE..Sixth Grade

C. C. Birchard & Co.
221 Columbus Avenue, Boston, Mass.

had wrecked her own health. Nevertheless, at the age of nine, Joe started to school. His guardian angel must have loved him very much and must have been watching over him tenderly for his first grade teacher had been the very one with whom I was speaking. (And I should like right here and now to pay tribute to that first grade teacher and thousands of others like her who are so human that the Spark Divine shines through.) She it was who took Joe under her wing and with true sympathy and kindly understanding guided his stumbling feet and trembling hands. She it was who wiped his runny little nose and taught him the proper toilet habits. She it was who pried open the gate of that poor closed mind and dragged forth from it a tiny ray of intelligence. She it was who taught him to read in a fashion. And she it was who kept him in her room for several semesters for fear others might not understand.

As time went on, Joe grew too big for the first grade. He was then placed in the second, the third, and fourth, the fifth, the sixth, and then came that proud day when Joe with a satchel full of new books wended his way to the intermediate school.

Thus Joe journeyed from darkness to my seventh grade mathematics class, and after awhile, in his own inimitable way, he traveled on—ever struggling, striving, grasping at that elusive something so tantalizingly near and yet so far beyond that shadowed border line.

I can see Joe now as he looked that last day—stretching his "six feet one", he sauntered up to my desk and bending low, he smiled and said, "Well, good-bye, teacher, I know I can't learn nothin', but I am a good boy, ain't I?"

THE EDUCATIONAL PROBLEMS CLINIC

Conducted by BEN and DOROTHY MINTON.

Education After Mustering Out—II

(This month the *Educational Problems Clinic* continues its perusal of post-war trends at the university level. Last month Dr. Robert Maynard Hutchins, president of the University of Chicago, took an out-and-out stand for a return to intellectual education, meaning liberal education. This month Dr. Rufus B. von KleinSmid, president of the University of Southern California, furnishes an opposite viewpoint.)

The question of post-war educational trends in the universities resolves itself into the old battle of purely intellectual education versus that and an admixture of vocational training. President Rufus B. von KleinSmid in discussing this controversial measure, declares:

"It is unthinkable that institutions of higher learning will return exclusively to former programs and procedures. Special training in fields seemingly heretofore uninteresting and unimportant will give to thousands of men and women new insight into life, a new sense of social and political obligation, a new realization of personal power. We should hardly be satisfied with a condition in which relatively few enjoy the opportunity for education, leaving broad areas of ignorance to hamper the country's progress and to breed discontent and unhappiness."

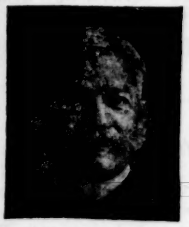
The University of Southern California has always maintained a deep regard for liberal education. In fact, it has minimized vocational courses in its curriculum, but today, at the very peak of the war, this institution believes that the average youth now engaged in war-work is going to find greater opportunities in more professional fields than ever before.

When we consider a vital subject of this type, we need concrete examples of what is actually being done now to acquaint us with what we can expect after the war.

Dean Robert E. Vivian of the College of Engineering at U.S.C., envisions a real shortage of engineers after the war. "The rebuilding of war-torn industries and cities must be directed by engineers as will be much of the transition of wartime industry to peacetime production," he says. "China is reported to have prospects of a five-year plan. Developments in India, South America and in many foreign countries are just as vital. American machinery will be in demand over the globe."

Wartime chemistry's contribution can only be guessed at now, according to Dr. Anton B. Burg, head of the chemistry department at the same university, who believes we can expect near miracles after the war. He says: "We have seen enough to know that new fields of research are developing more rapidly than ever before. New industries will be developed and the need for trained men will be greatly increased."

Dr. Max T. Krone, of the University of Southern California's School of Music, and one of the world's leading musical liberals and experimenters, sees a world of new therapeutic experience unfolding through music. "Institu-



A HOLDEN BOOK COVER

is a "hard-shelled" jacket fitting a School Textbook in a snug, tight Grip that strengthens and supports the bindings, lessens the ragged-edged, dilapidated appearance, repels moisture from perspiring hands and receives the Wear *instead of the book.*

Reduces Textbook Cost, per pupil, per Year.

HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, President **Springfield, Massachusetts**

tions are finding music a valuable aid in hospitalized mental and emotional cases, which have been accentuated by the modern types of warfare," explains Dr. Krone. "Likewise, industrial plants are using music to combat fatigue and boredom with increased production and reduced absenteeism as a result. Experts will need to be trained for the correct timing and use of music."

Architecture will have radical reforms and young specialists will be trained for this field, according to Dean Arthur C. Weatherhead, who says: "The architect will coordinate his work with the city planner. New fields of interior design and industrial design are in the offing."

A real need for registered pharmacists will arise after the war, predicts Dr. Alvah G. Hall, dean of the U.S.C. college: "Students now in training are less than half those required for normal replacement. This state (California) alone needs 8,000 men and women in normal times. Among their new duties in the postwar period will be prescription services for the returning war injured and the drug store of the future will be a source of public health information."

Dean A. S. Raubenheimer of the college of Letters, Arts, and Sciences, adopts the traditional viewpoint of his position: "The fields of the liberal arts college will be keenly sought by men and women who have come to appreciate the fact that we are one world. The social sciences will be studied more in order to understand peoples, for nations are going to be more concerned with each other's well being. The sciences will be the key to the elimination of poverty and the effective means for developing the instruments for labor."

With languages as the first necessity in international understanding, new courses are now given including Portuguese, Chinese, Japanese, Malayan, Russian and Korean.

Students are already learning the problems of rehabilitating the returning war wounded in a special department that includes such subjects as rehabilitation and placement of the physically handicapped. Here matters of interviewing, testing and guidance methods, techniques of employer contacts and special mental hygiene problems of the disabled are studied. Mental hygiene is a field in itself for the instructors while other phases of rehabilitation include development and use of occupational information, special case work methods in related fields, abnormal psychology, and the introduction to clinical psychiatry.

Occupational therapy has become so paramount in rehabilitating returned war victims that the University has added a new member to the faculty in the person of Margaret S. Rood, nationally

known authority, who comes from her position at the Cerebral Palsy Clinic of the James Whitcomb Riley Hospital in Indianapolis, where she was therapy supervisor. In cooperation with the College of Medicine, School of Music, physical education and psychology departments, instructors are being developed to aid in the project.

It is in the therapeutic work that vocational training will be most forcefully presented. New strength will be brought to muscles and weakened bones made stronger particularly through the art and ceramics departments. Soldiers will not be taught to make pretty things; rather they will be taught a craft and a vocation while muscles are being pulled into place and joints made to articulate by learning the use of carving tools, the potter's wheel, metal work and the loom. It is thought that an added zest of the mind will blot out the memories of war. With economic security in view, the returning wounded soldiers will be given desire to go on with life. Neither will they have to sell apples on street corners!

(The next EDUCATIONAL PROBLEMS CLINIC will consider the much discussed problem of juvenile delinquency from the point of view of youth, quoting both school children and delinquents. The following month we shall consider it from the school's viewpoint, quoting the opinions of American educators.)

EACH IN HIS OWN TONGUE

STEPHEN A. FREEMAN
Middlebury College

TEACHERS of English and teachers of the modern foreign languages, conscious of common objectives and many bonds of common interest, are thinking today of a common problem—language in the post-war world. We realize that the world has grown infinitely smaller, and we look forward after the war to the creation of a coherent social, economic, and political interdependence which we can call "one world."

It would be ideally simple if this "one world" could have but one language. Unfortunately that seems now to be physically impossible, even if an overwhelming military victory makes it politically possible for us to impose one language upon the world. There are still all the languages of the United Nations from which to choose. Only with very bad grace can we assume that the one language must be English when two of our Allies, Russia and China, have larger populations than we, and have done as much or more than we so far toward winning the war.

Many of us believe that Basic or other forms of simplified English may perform a valuable service, under limited conditions, in international diplomacy, law, or business, but that in some ways they present greater difficulty to the average foreign learner than ordinary English; and that, in any case, they do not solve the chief problem. We shall neither create nor preserve our "one world" by imposing one language upon it, no matter how simple or how ideal that language is. Neither the universal Latin of the Middle Ages nor the universal French of the 18th century made the nations understand each other. What matters supremely is not a common medium of expression, but a common soul. It is the meeting of minds and the will to understand, the sense of common objectives and mutual dependence; these are the things we must cultivate first of all. If Germany should win the war, the world language would be German, but it is not fitting that we should impose our own concept and pattern of life upon other nations. If international cooperation means anything, it means the acceptance of the principle that each nation has equal dignity, and that all meet on an equal footing to contribute their share to the commonwealth.

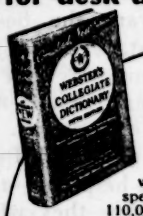
For us to impose English as the standard language for the new world would be equivalent intellectually to setting up tariff barriers, cultural trade laws, to which every *idea* that seeks admission to our country should conform. In-

Maybe YOU Can Help China Plan Her Future!

The farseeing Chinese Government is already preparing to rehabilitate its war-disrupted education. In this connection, it desires to secure complete files of certain professional magazines, including The **JOURNAL OF EDUCATION.** We have been asked to supply twenty volumes of this periodical for each year from 1940 to 1946 inclusive. If you as a subscriber can spare a complete set of Journals for 1940, 1941 or 1942, please let us know at once.

The Journal of Education
Six Park Street, Boston 8, Mass.

Two Indispensable Books for desk and classroom use



WEBSTER'S COLLEGIATE DICTIONARY-5th Ed.

The best handy-sized dictionary because it contains all the words most commonly used in speaking, reading, and writing. 110,000 entries; 1,300 pages; 1,800 illustrations. $3.50-$8.75.

WEBSTER'S DICTIONARY OF SYNONYMS

A new book, on a new plan, designed to help the student use the right word in the right place. Contains antonyms, and analogous and contrasted words. 908 pages; alphabetical arrangement. Thumb indexed, $4.00; without index, $3.50.

Both books have been prepared by the same editorial staff that made WEBSTER'S NEW INTERNATIONAL DICTIONARY, *Second Edition*, "The Supreme Authority" for classroom and library use. Write for descriptive circulars.

G. & C. MERRIAM CO., Springfield, Mass.

For up-to-date hemispheric study

THE OTHER AMERICANS

A study of Latin America **today** for high school pupils written by Edward Tomlinson, Blue Network authority on Inter-American affairs. Adequate background history is provided.

THEY LIVE IN SOUTH AMERICA

An informative, colorful and authentic introduction to South America for grades five to seven. By Alice Dalgliesh.

CANADA MY NEIGHBOR

Just published! A new **textbook** by Harold B. Clifford, author of AMERICA MY HOME. Canadian history is presented in informal story-form with facts skilfully woven into the story. For grades five to seven.

CHARLES SCRIBNER'S SONS

30 Huntington Avenue Boston, 16

stead, we should insist upon intellectual free trade. In the ready and equal exchange of ideas from all sources our intellectual standard of living will be enriched. We should be impoverishing ourselves foolishly if we insist that the stores of cultural and inspirational wealth of the whole world must stop at our threshold and be repackaged, wrapped and labelled according to our specific directions. We Americans rightly set high store by genuineness and authenticity, but we forget that no thought is really genuine to its maker unless clothed in the language in which he expressed it.

Every language in the world which has reached the stage of a literary and artistic medium has something to contribute to that cooperative unit which we call "one world." Every civilized nation has created in its culture and expressed through its language its distinct personality. The real joy in the study of a foreign literature begins when one catches the first glimpse of its intimate personality. The success of our post-war world and its program for durable peace will depend essentially on how well all its members understand each other. Each nation should be encouraged to develop as thoroughly and as significantly as possible within the limits of peaceful objectives its own genius and its special contributions to human progress. Each nation should give expression to these contributions in its own language; and every other nation should endeavor to become acquainted with those contributions through large numbers of its citizens who know the language. We must be sure of two-way communication between all members of our world. Some of the effort to understand must come from us; we must meet our neighbor half way. There are many reasons for us to be modest and learn from him. Language will be no barrier if we strive as faithfully to understand him as he strives to understand us.

Our goal as language teachers is clear and challenging: to develop in our pupils a mastery of the language we teach; to train their minds to grasp and evaluate the ideas by which all men live; and to create in them such a sense of the inter-dependence of all human knowledge and expression that they will listen humbly and seek to understand, whether the language they hear be English or Swahili.

The foregoing article is the author's own resume of an address prepared and delivered by him before the New England Association of Teachers of English.

The Pan-American Shop

"HANDCRAFTS OF DISTINCTION"

Jewelry, Ceramics, Textiles, Woods and many other unusual articles from our Latin-American neighbors

Visual aids and exhibit material

822 LEXINGTON AVE., NEW YORK At 63rd Street

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Book Salesmen Should Be Welcomed

The other day a principal complained about being bothered by book agents. Right when he is busiest with patrons, problems of discipline or the schedule some representative is sure to pop in. Well, salesmen do come at funny times once in awhile—but we must remember they don't live in the territory they cover—that they travel and must canvass a locality as quickly as possible. Hotel expenses and the company keep them on the hop.

My experience with salesmen has been pleasant—more, it has been helpful. Usually they call for appointments before coming to the building; they show their merchandise in a business-like way; in many cases they make arrangements to discuss their proposition with the teachers after school or at noon; and not infrequently they are willing to take a class and demonstrate the use of materials.

Last year we needed some books for retarded children in the junior high school. I wrote to a company and in short order their representative came with sample copies of four new series gotten out especially for slow readers in the seventh and eighth grades. He explained the basis for the choice of content; the vocabulary range and how to teach retarded children.

A few years ago several of our teachers were critical of the plan whereby readers by one publisher were used in the first two grades; books by another in the next two; and still a different adoption in the fifth and sixth grades. They felt they could secure better results with a unified system of readers for grades one through the sixth. The big problem at that time, however, was to find such a series. But right when he was wanted—actually wanted, almost prayed for—a salesman dropped in with the answer. His company had had experts working on an integrated reading series for years and now their dreams became a reality—the books were ready. The representative explained the makeup of subject matter and how vocabulary for each succeeding year grew out of and supplemented that of the preceding year. In short he gave an outline of a college course on the teaching of reading.

Our work in the classroom depends upon materials: globes, maps, science books, geography books, histories, drill sets, phonic cards and what not. Just as there is a difference in lard, butter, beefsteak and eggs so there is a difference in materials of any given type. We want the best; you want the best, everybody does. There is just one way that I know of to find it and that is to study everything on the market. In that research let the publishers and their salesmen help you—they are ready and eager—they will leave no stone unturned—they can tell you the good points of even the bad points. But all jokes aside the boys—and girls too—are all right. Let them assist you.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Lincoln's Words and The Present War

"Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal."

Lincoln's Gettysburg address is recognized throughout the civilized world as one of the greatest speeches ever written in any language. England placed it on a tablet in Westminister Abbey as the best in the English language.

Every American school boy and girl knows the Gettysburg address. Every American is a better American because of Lincoln's words. The address is an inspiration today to the men in the uniforms of the armed forces of the United States in the far places of the earth, on the land, in the air, and on the sea.

It is something of a shock to the student of the history of Lincoln and his times that there was a sharp division of opinion about the Gettysburg address immediately following its delivery in the midst of war when the issue of that conflict was still in doubt.

Secretary of State Seward said, "He has made a failure. His speech was not equal to him."

The morning after the speech was delivered Edward Everett, one of America's greatest orators, wrote Mr. Lincoln, "I would be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes."

The Chicago Times said, "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterance of the man who has to be pointed out to intelligent foreigners as the President of the United States."

The Cincinnati Gazette referred to the address as a perfect thing in every respect. The Philadelphia Evening Bulletin, The Detroit Advertiser and The Providence Journal praised it highly.

In nearby Harrisburg a writer for the Patriot and Union said, referring to the President's remarks, "For the credit of the nation, we are willing that the veil of oblivion shall be dropped over them and that they shall be no more repeated or thought of."

Even before there was a United

States of America, American men were giving "the last full measure of devotion" in defense of their country. They have been doing it ever since.

The headlines in this morning's papers proclaim:

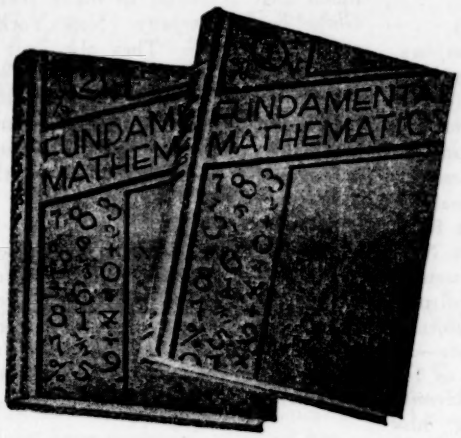
AMERICAN BOMBERS WRECK THREE AIRPLANE PLANTS—SIXTY-FOUR OF OUR PLANES LOST

The loss of sixty-four planes means not only the loss of sixty-four planes. It means the death or capture of approximately six hundred young American men. Every day we read of the loss of planes, but the real loss is the loss of the lives of splendid American airmen.

In the Pacific, in Italy, over France, over Germany, we know that Americans are giving that last full measure of devotion to which Lincoln referred. Many American boys are being called from school and home and from the orderly pursuits of civilian life to fight for their country and for you and for me. Many of them will make the supreme sacrifice in order that America shall always be America. Let us not forget that they are giving up their lives not only in defense of the country but that they are giving them up for you and for me.

President Lincoln's words spoken at Gettysburg are a message to all of us today who are not members of the armed forces. In many communities we dedicate honor rolls of the men in the armed forces of the United States with gold stars opposite the names of those who have made the supreme sacrifice in defense of our country. But in the words of Lincoln,

"It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that the government of the people, by the people, for the people, shall not perish from the earth."



FUNDAMENTAL MATHEMATICS

By Raleigh Schorling, John R. Clark and Rolland R. Smith

Just Published for Grades 7 and 8

A new, well-rounded course which emphasizes training in quantitative thinking and skill in the use of the fundamental operations. It applies mathematics to fresh, stimulating problems in varied and wide fields of activity including aspects of aviation and industry appropriate for the age level. Constant challenge and inductive treatment—a laboratory technique—are used whenever possible to lead the student to do his own thinking. The ample, well-organized practice in computation is reinforced by a diagnostic-remedial program.

Effective in Developing

POWER IN MATHEMATICAL REASONING

A HIGH DEGREE OF SKILL IN COMPUTATIONAL ABILITIES

World Book Company

Yonkers-on-Hudson 5, New York — 14 Beacon Street, Boston 8

HAMMETT'S

TEACHERS Should Call At Our Store At 10 BEACON ST., BOSTON Opposite The Boston School Committee Building. Here they can find the latest materials from kindergarten to high schools, including Maps and Globes.

Come in and look them over.

J. L. HAMMETT CO.

Store 10 BEACON ST. BOSTON

Factory KENDALL SQ. CAMBRIDGE

Textbook Trails

(Continued from page 56)

Harcourt, Brace and Company, New York, call attention to two books by Delia Goetz treating in transparent style the geography and history of Latin American countries. *Neighbors to the South* is descriptive of twelve selected lands, namely Argentina, Brazil, Chile, Costa Rica, Cuba, Guatemala, Haiti, Mexico, Nicaragua, Panama, Peru, and Uruguay. There are chapters on travel, culture, education, and other vital subjects, as well as a Gallery of Patriots—all adapted to readers of from 12 to 16. The second volume, *Half a Hemisphere,* presents the thrilling history of Latin America from the earliest times until now.

By Plane to Latin America, by Linnie B. James is a workbook of 115 working pages, together with necessary maps and tables. Aimed at pupils in any junior high school year, this material is rich in information as to climate, topography, products and peoples of the larger countries to the south of us.

The information it supplies is of importance to the young citizen's understanding of these neighbor lands.

▼

Hispanic Civilization by Muller and Mosher is a sort of combined first course and reference manual on the background and present-day customs and peoples of Latin America. It gives, for example, facts about writers, artists and musicians, in addition to much that is found in other texts. *Globe Book Company* (New York) are the publishers. They also issue a pamphlet, *Spanish in a World at War,* which inducts the student into the reading of current newspapers and magazines in Spanish and, as its title implies, has a decided slant in the direction of wartime practicality.

▼

The Quarrie Company (Chicago) publishers of *World Book Encyclopedia,* has prepared activity units for classes having access to that important reference work. These are on *Latin America, South America* and *Mexico* respectively.

▼

Oxford University Press (New York) publishes many Spanish language texts, one of which is *The Oxford Book of Spanish Verse.*

▼

Scott, Foresman (Chicago) gets out a text for second year Spanish students entitled *Spain and America,* which should further the friendly understanding of those one-time Spanish colonies that are now our sister republics as devoted as we ourselves to liberty.

▼

Odyssey Press (New York) has a series of booklets under the general title of *Vistas Hispanoamericanas,* whose selections about the life, customs and culture of our Spanish-speaking neighbors were all taken from "El Eco," a periodical for students of Spanish.

Ready Early in 1944

•

MY FRIEND FLICKA
Educational Edition
O'Hara. A popular story for required, supplementary, or leisure-time reading. **$1.80 list**

HEALTH FOR YOU
Crisp. A brand-new high school health text based on the author's earlier book, BE HEALTHY. **$1.80 list**

YOUR LIFE IN A DEMOCRACY
Brown. A new kind of high school community civics-orientation-guidance textbook for 9th or 10th grades. **$1.80 list**

• • •

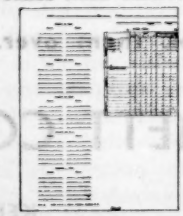
LIPPINCOTT
Chicago Philadelphia New York

Send For Your Copies

And for a more complete bibliography of the *Arts, Crafts and Customs of Our Neighbor Republics,* send for the pamphlet of that name, Bulletin 1942, No. 2, issued by the U. S. Office of Education.

FORMS AND TOOLS FOR PREPARING SCHEDULE OF CLASSES

PRE REGISTRATION
REGISTRATION SHEET or OFFICE PLAN SHEET FOR REGISTERING A PUPIL'S CHOICE OF SUBJECTS
A four year plan.
A year by year election of subjects.
CHECK FORMS to make sure that requirements are met.
A COMPLETE REFERENCE RECORD of a pupil's plan and how the plan is being carried out.
The subject list in the second (election) column will provide the data for making the punched CLASS ROLL CARDS.



PRICE FORM G

Quantity	
100	$1.50
200	2.30
300	3.20
500	5.00
1000	8.00

F.O.B. Hamilton, New York

Schedule Building Tools

greatly simplify the finding of NON-CONFLICTING class groups.

"SELF COMPARING CLASS LISTS"

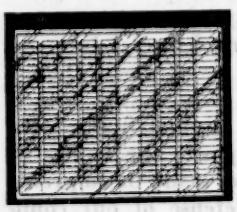
Class Roll Cards when punched become **SELF COMPARING CLASS LISTS.** By placing these cards in succession, one over another you see at a glance which classes have conflicts. NO holes, no conflicts.

Printed Class Roll Cards Complete. EXPLICIT directions Bar type punch and special block for punching cards.

All in a SUBSTANTIAL cardboard BOX. If the secondary department of your school has an ENROLLMENT:—

under 199 pupils	order Set No. 199
between 200 and 299	order Set No. 299
between 300 and 499	order Set No. 499

PRICE — $4.00, $4.50, $6.50. F.O.B. Hamilton, New York.



Schedule Building Chart with movable colored cards

The success of these charts is due to their FLEXIBILITY and ADAPTABILITY.

First column for teachers' names.
Other columns represent periods of the day.
Color of card may represent grade level.

Chart in transparent case Leatherette bound.

Size	PRICE F.O.B. Hamilton, N.Y.
10 x 16	$2.85
10 x 25	4.10
10 x 40	6.30
10 x 50	7.40

Any other size at a proportional price.

Order from this advertisement—E. C. DECKER, Publisher, Hamilton, New York

The News Digest

OF EDUCATION IN ACTION

Liberal Arts Need Cited by Dean Pound

HANOVER, N. H.—Roscoe Pound, dean emeritus of Harvard law school, recently took issue with those who would minimize the importance of the liberal arts college in American higher education, as he delivered at Dartmouth College the opening lecture in the 24th series of the Guernsey Center Moore Foundation.

"The highly trained specialist with only incidental culture is no asset to the world of today," he declared. "An outstanding accomplishment of American education is the prerequisite of a full liberal education for professional studies, to insure that a man will be an enlightened and useful citizen and not merely a practitioner of a calling."

Bay State Tackles Inter-racial Problem

BRIDGEWATER, MASS.—A program for improving racial and religious understanding through various educational activities has been prepared in Massachusetts, Dr. Julius E. Warren, Commissioner of Education, reported recently. A committee to study the problems of developing better understanding among the different races and groups within the State was appointed by the Governor several months ago.

Specific steps have been taken by the Department of Education. A working conference for all superintendents of schools in the State has been organized and will be held at the Bridgewater State Teachers College on April 20 and 21. The university extension division of the education department will offer a credit course in September for teachers and others interested in intercultural education. Speakers on the subject will be scheduled at State department meetings of secondary school principals and elementary principals and supervisors at meetings to be held in April.

Seventy-seven Junior Colleges Become Casualties of War

CINCINNATI—Seventy-seven junior colleges have suspended or closed permanently as a result of the war, according to reports made at the annual conference of the American Association of Junior Colleges here. Fifty-one of the two-year institutions closed in 1943.

Most of them must be classed "as direct war casualties," said Dr. Walter Crosby Eells, executive secretary of the association, in his address to representatives of about 300 junior colleges attending the conference. There are 574 in operation.

Dramatizing the situation, the association put a large map in the headquarters room showing the location of the closed institutions, with the legend "Closed till after Hitler's funeral." A sombre service star marks the site of each of the closed colleges, forty-seven of which were privately supported.

Iowa, with fifteen junior colleges shut down, led all the States. Oklahoma lost seven junior colleges. More closings are expected, but Dr. Eells said there would be a decline in the rate of suspension or permanent shutdowns.

"Few junior colleges have received any of the Government contracts which have been so vital a factor in the continuance of many four-year institutions," Dr. Eells asserted.

But the picture is not all black, he added. Many of the institutions that dropped out were small marginal colleges, he stated, and the strong ones are still operating.

Although the regular junior college enrollment shows a decline of 15 per cent the total number of students in these institutions has reached the record number of 326,000, many obtaining special training in vocational or technical skills. The junior colleges, Dr. Eells said, have proved that they are flexible and can adapt themselves to local needs and to the opportunities for appropriate part-time special service to the adults of their communities under unusual wartime needs and conditions.

Deplores Cleavage Between Courses

ANNANDALE ON HUDSON, N. Y.—The cleavage in the colleges between cultural and vocational training has been too sharp, according to Charles Harold Gray in his annual report as dean of Bard College, undergraduate unit of Columbia University at Annandale on Hudson, New York.

"There is a more intimate relation between the special skills and the wisdom than educational systems have recognized," he said. "We have too often made a sharp distinction between vocational or professional training and the training we call 'cultural.'

"Until the two aspects of education are brought together in one process, both will suffer," he said. "Until vocational training is training for work in a society whose ends are somewhat understood by each master of a trade, we shall miss both the end of true vocational training and the opportunity to foster a dynamic social wisdom."

Halifax Says Nazis Bred Vicious Youth

CINCINNATI—Unless the nations of the world unite to destroy the Nazi educational philosophy that trains children to be "young fanatics" we will have to fight Germany again in

XUM

another war, Lord Halifax, British Ambassador to the United States, warned a thousand educators here. It will not only be necessary to eliminate "false teaching," but to reeducate the Nazis in peaceful ways of living, he stressed.

Peruvians Plan All-American Anthology

CARACAS—Two Peruvian journalists have passed through this city on a good-will tour of South and Central American republics and have left behind them the seed of an idea which has intrigued their Venezuelan colleagues. They are Juan Bromley and Aremio Pacheco, who plan to publish an all-American work entitled *America es una sola* (America Is One) in which outstanding writers from all parts of the hemisphere would collaborate.

The two journalists left here in mid-November on their way to Haiti, the Dominican Republic and Central American countries, but before they left their project had won warm praise from journalists from all parts of Venezuela. Many of the country's leading writers have indicated their willingness to contribute to the anthology of contemporary American thought and writing.

Spanish Essay Contest On Uruguayan Liberator

An essay contest for United States college students of Spanish and Latin American history has been arranged by the *Campana de la Libertad* of Montevideo. This organization, founded by Uruguayan citizens after the attack on Pearl Harbor, is devoted to the principles of: 1) Solidarity with the United States in the present war; 2) Fraternity among the peoples of the Americas, and 3) Defense of democratic ideals. The Campana de la Libertad has some 10,000 members. After the payment of general expenses, 90 per cent of membership dues are donated to the United States Red Cross and 10 per cent to the Uruguayan Red Cross.

The essay must be written in Spanish by United States students who are studying Spanish as a foreign language, on the subject, "Jose Gervasio Artigas, the Father of Uruguayan Independence", and entitled, "Actualidad de las ideas de Artigas." It must not exceed 1,000 words and must be sent before April 30, 1944, to The Pan American League, 845 Ingraham Building, Miami 32, Florida. The jury in Uruguay will be composed of a delegate from the University, a Cultural Relations Officer of the United States Embassy in Montevideo, and a representative of the Campana de la Libertad. The successful contestant will receive a prize of $100 and a diploma.

Further details and a list of suggested books on the subject may be secured from the Pan American League.

Hundreds of Special Clubs Further Pan-American Unity

WASHINGTON—A total of 1,090 Pan-American clubs representing every State in the Union have so far sent reports of their activities to the Division of Inter-American Educational Relations, U. S. Office of Education.

Correspondence and reports have also been received from 181 similar student groups in the other American republics.

Clubs of students who were interested in the life, language, and literature of the other American republics have existed in the schools and colleges of the United States for at least 30 years. Such clubs have supplemented the social studies and foreign language classes, and have been sponsored by teachers who wished to give their students greater opportunity than classes alone afford for practice in foreign languages and for acquaintance with the popular arts, customs, industries, and problems of the people of other countries.

The need for this type of activity and the advantage it offers to students for self-development and for a foreign language "laboratory" were more apparent as teachers themselves increased their knowledge of other peoples of the Western Hemisphere by study and travel in nearby countries. Shortly after World War I, they went in large numbers to Mexico, Cuba, and Puerto Rico, and later to the more distant American republics. Everywhere they saw the need for better understanding between the people of the United States and those of the other parts of the Hemisphere.

These traveling teachers and the students who sometimes accompanied them composed the first "good neighbor" groups. They not only attempted to correct misconceptions about the United States which they found prevalent abroad, but on their return to this country they became more active in their own communities in interpreting the other American republics.

The major project of the Pan-American club in most schools is arranging for the proper observance of Pan-American Day, April 14, which is being commemorated this year for the fourteenth time in the schools of the Western Hemisphere. The theme of this year's Pan-American Day is: "The Peoples of America: United for Victory Today; United for Peace Tomorrow." Literature prepared for the observance of the day may be secured from the Pan-American Union, Washington 6, D.C.

A Library View Of Reading Trends

CHICAGO—Maps of Latin America are enjoying a new vogue in the southwest among ranchers who look forward to settling in Mexico or South America and among business men who believe hemispheric solidarity will foster mutually profitable business opportunities after the war. So states the American Library Association. A librarian in Memphis, however, reports that business men in his community believe that "trade with South America will have to follow the old triangle routine of United States, Europe, South America and vice versa, since our products are too much like theirs to exchange direct." As a result, interest in South American conditions is falling off somewhat. Similar reactions have been experienced in Minneapolis and Dallas, Texas.

Libraries report that demand for books and information about South America has fallen in the last few months below the high level of the last four years. Possibly this is due to the fact that North Americans were wholly unacquainted with the Latin American peoples when the good

THE BOOKS YOU NEED NOW
IN THE **FAR EAST** FIELD

NEW "BEHIND THE OPEN DOOR"
By Dr. Foster Rhea Dulles

Western powers Asiatic foreign policy for 160 years, and its powerful influence on the present conflict. A key book in your Far East course. Excellent for courses in American history, American problems or Foreign relations.

20TH CENTURY INDIA
KATE L. MITCHELL AND KUMAR GOSHAL

LAND OF THE SOVIETS
MARGUERITE A. STEWART

CHANGING CHINA
GEORGE E. TAYLOR

LANDS DOWN UNDER
C. HARTLEY GRATTAN

MODERN JAPAN
WILLIAM H. CHAMBERLIN

PEOPLES OF THE CHINA SEAS
ELIZABETH ALLERTON CLARK

ORDER THESE VITAL FAR EAST BOOKS NOW
List Price 40c Net Price 30c plus postage

WEBSTER PUBLISHING COMPANY
1808 Washington Ave., St. Louis 3, Missouri

Today a Schoolboy--
Tomorrow?

Give him the best possible textbooks in preparation for that unpredictable tomorrow.

Start him with a sound foundation in speech and spelling by using

OUR FIRST SPEECH BOOK
and
WORKING WITH WORDS

Give him the stimulating experience of learning English in his junior and senior high school years from

ENJOYING ENGLISH

Make his algebra work easier and more effective with

ALGEBRA IN EASY STEPS

Train him in better citizenship with

DEMOCRACY IN AMERICA

Newson & Company
72 Fifth Ave. New York 11, N. Y.

neighbor policy was established. But through books, newspapers, magazines and radio, enough background has been acquired to satisfy the average person. There is still, however, a large attendance at library forums, film showings and lectures about South America, and the call for books on the Spanish and Portuguese languages continues.

Aiding Peru to Restore Burned Library

LIMA—When fire swept through this country's National Library last May 10, destroying thousands of irreplaceable works on the colonial history of Spanish America, it seemed that the loss would be irreparable. But Peru's sister nations on the American continent are proving otherwise, in a gesture of cultural unity.

The embers had not yet cooled in what was one of America's great cultural shrines when Americans from Washington to Buenos Aires were making plans to restore the Peruvian National Library with donations of rare books and with funds for the reconstruction of the library and the purchase of books.

There's Also an Inter-American News Letter

SAN JUAN, PUERTO RICO—Puerto Rico, which shares with New Mexico the distinction of being the only American areas where English and Spanish enjoy equal status as official languages, is contributing to the exchange of ideas throughout the Americas in a manner befitting its role as a bilingual territory.

An *Inter-American News Letter*, published by the Department of Education here for distribution to teachers of English in all the American republics, serves as a clearing house for the opinions and professional experiences of educators everywhere in the Western Hemisphere.

The *Inter-American News Letter* made its appearance last May after John H. Hughes, Supervisor of English in the Puerto Rican Department of Education, had submitted the plan to Commissioner of Education Jose Gallardo and won his enthusiastic approval and cooperation. With a small outlay for postage, Mr. Hughes makes up his monthly newsletter from correspondence received from English instructors in the United States and the Hispanic countries of this continent.

In their letters the teachers describe their professional methods and problems in teaching English as a foreign language, discuss programs and other procedures which they have found of value in teaching English and supply information on books, magazines, newspapers and charts which they have found useful in their work. Recipients of the newsletter pay nothing for the service—except a monthly air-mail letter to Mr. Hughes.

Would Teach Teachers ABC's of Aviation

WASHINGTON—The Civil Aeronautics Administration is preparing to lend a hand to the nation's grade-school teachers, who are too often bewildered by their pupils' questions about four-motored bombers, the advantages of the flying wing, and other aeronautical lore.

Dr. Bruce Uthus, director of the C. A. A. aviation education service, said the C. A. A. is formulating plans to provide teachers with the right answers through aeronautics back-

Native Pronunciations Taught to Soldiers

WASHINGTON — When the boys come home with funny names for foreign places, don't snicker. They'll be right.

The armed services are teaching them the phonetic sound of place names the way the inhabitants pronounce them.

In their new globalingo the boys call the Tiber river Tavare and pronounce it "Tah-Var-Rah." They call the Dardenelles "Char-nak'-ka-le-bo'-a-ze" after the Turkish name Canakkale Bogazi.

They came home last time calling Ypres just plain "Y-pers" and singing about a "Mada-ma-zell" from "Arm-an-teers." This time they'll call Armentieres the fancy French "Arman-tyar" . . . but it won't mean what it used to.

These are samples of 3,000,000 U.S. standard military pronunciations for inhabited places, mountains, valleys, hills, rivers, plains, jungles and deserts, wherever American men set foot around the world. There are 25,000,000 more coming up.

The point is:

Field officers designate military objectives and give orders orally by radio-telephone. An important mission might end in disaster if one objective were mistaken for another because troops misunderstood pronunciation or were confused by conflicting names.

Hence, military maps carry native names and phonetic English pronunciation of the local language as the best guarantee against mistakes.

In addition, the U. S. board of geographic names is translating into the Roman alphabet of the western world, as nearly as possible, characters of the Chinese, Japanese, Malayan, Arabic and other Oriental languages.

The board has prepared 55,000 separate maps and many atlases for the armed forces. It receives hundreds of requests weekly from them and from war agencies, newspapers and radio networks for standard place-name spelling and pronunciation.

The board, originated in 1890 by President Harrison as official authority on government usage of geographical names, made 40,000 decisions last year compared with a normal dozen or so.

ground courses for grade-school teachers to be given at teacher-training colleges—if the courses can be worked out with the colleges.

"Too many teachers are knocked off their pins by questions about airplanes fired at them by the rising generation—and bevies of teachers all over the country have been calling on us for help."

Boys and girls, intensely interested in airplanes, are "sophisticated" in aviation matters—and are often far ahead of their teachers, he said.

OPA Increases School Lunch Food

WASHINGTON—Because of the increased number of schools serving lunches and the greater percentage of children who are eating at school cafeterias, due in large measure to their mothers being on war jobs, the Office of Price Administration has announced a new plan for making available rationed foods to schools. The system is designed to increase allotments of meat and processed foods.

Heretofore, the OPA explained, school lunch rooms and cafeterias got their allotments much in the same way as commercial eating places, with the quotas based on the amount of rationed food and the number of persons served in December, 1942, and on the gross dollar revenue from food services.

Not only did new cafeterias and new customers negate this formula but the Government's school lunch program, which went into effect in January, 1943, made the gross dollar revenue qualification no longer representative in the computation of ration points. Under the lunch program the Government pays part of the cost of school meals where this is necessary. Of 240,000 schools in the United States, somewhat more than half serve lunch and 60,000 of these latter are functioning on a Government contract basis.

Post-War School For Veterans

BOSTON—A streamlined, accelerated high school curriculum will be established at Teachers College for returning war veterans, the Boston school committee has voted.

The board of superintendents was directed to draft a curriculum immediately, after Committeeman Joseph C. White, sponsor of the proposal, pointed out that many men now in the military services have not completed the regular high school course.

Many veterans, in spite of their youth, he said, would experience difficulty adjusting themselves to the regular high school program. He said the cost of the course probably would be covered by federal grants.

"Boys' Town" For Puerto Rico

SAN JUAN, P. R.—Ramon Arbona, President of a local corporation, has donated a farm on the heights known as Cerro de las Mesas to be converted into a "Boys' Town", modeled after the celebrated institution of Father Flanagan. Mr. Arbona's company will provide $100,000 to help launch the project.

Smith Juniors May Study in Mexico

NORTHAMPTON, MASS.—A group of Smith College students taking Spanish subjects are to spend their junior year studying in Mexico. The same distribution of courses will be followed in the Mexican institutions as at Smith College, and full credit will be given by the college for the year's work. Students will be expected to adapt themselves to the Mexican way of life.

The junior year in Mexico was established by the college during the civil war in Spain, but was carried out for only one year, 1937-38, when unsettled world conditions led the college to discontinue it. The junior year abroad has long been a feature of language study at Smith College. The first group of juniors went to France in 1925 and by 1935 there were juniors in France, Italy, Spain and Germany. The impetus for renewing the junior year in Mexico came from Hallie Flanagan Davis, dean of Smith College, who visited Mexico last summer and found after discussions with the rector of the

University of Mexico and others that the problems in connection with a year of study could now be surmounted.

Belmont Workshop Trains Teachers

BELMONT, MASS.—Fifteen Belmont women, most of them married, gathered in a classroom of the Winthrop L. Chenery school for the opening session of a school for school teachers. Their invitations announced a "Workshop Program for In-Service Growth of Substitute Teachers." To them it meant six afternoons of refresher courses in Belmont's teaching techniques and routines. To Belmont it meant more and better substitutes at a time when they are critically needed.

Instituted last year as the war drew more and more teachers from their profession, the Belmont workshop has improved the quality of substitute teaching, and more than doubled the number of available substitutes, said superintendent of schools Mark R. Shibles.

Vocational Schools Not Attracting Veterans

BOSTON—Although 51 vocational training schools are available now for training disabled veterans of the present war, only 10 veterans have taken advantage of the state's vocational training program thus far, a subcommittee of the Massachusetts Post-War Rehabilitation Commission was informed.

The information came from M. Norcross Stratton and Herbert A. Dallas, representing Julius E. Warren, state commissioner of education, at a State House conference with the subcommittee headed by Senator Newland H. Holmes. Raymond P. O'Connell, counsel of the state department of labor and industries, also attended the conference.

N. H. High Schools Get Farm Course

DURHAM, N. H.—Forty-two junior and senior high school boys from near-by New Hampshire towns join lustily in "The farmer in the dell . . . heigh-o the merry-oh," as they study applied farming here at the University of New Hampshire.

Under a plan arranged last year by the State high schools, the University, and the New Hampshire State Board of Education, these non-agricultural high-school students are able now to study vocational agriculture.

The course meets the requirements for a high school diploma as set up by the Board, and the boys will receive diplomas at their own high school graduation exercises.

To turn out well-rounded products, the University requires the youths to study high school English and United States history. The rest of their work, both theory and practice, is under the direction of the applied farming department head, Philip S. Barton, and the other department members, Allen G. Holmes, and Edward W. Foss. Natural science is another requirement for the boys, but it is science with an agricultural slant.

Town Pays Children For Walking to School

SEARSBURG, VT.—School children in this mountain town of less than 100 population are being paid to walk to school.

It was revealed in the annual town report among such items as 85 cents to be paid to Lucille Davis for walking to school during a week in March.

The children are being paid according to the distance they must walk.

Clarence Maxwell, who lives twice as far away as Lucille, will get $1.70 for hiking to school during a week in February, while Clyde Sherman, Jr., will collect $1.30 for a week's hiking during March.

There was no reason given for the arrangement and it was reported that walking was born of a gasoline shortage.

Board Votes to Re-examine Teachers

LOWELL, MASS.—An investigation of the Lowell school department, in which every teacher and executive would be subject to reexamination and review of qualifications, was approved recently by the new plan E school committee by a 4-3 vote.

The proposal called forth an immediate storm of disapproval from Lowell teachers, and caused particular consternation among those who have given many years of service to the city and find themselves faced with the prospect of passing their first examination in decades. Some 462 men and women will be affected.

No school teacher honestly and ably performing his or her duty has the slightest cause to worry about the proposed re-examination of teachers, Mayor Woodbury F. Howard said.

$1,000,000 Junior High Is Recommended

WELLESLEY, MASS.—Post-war construction of a million-dollar junior high school was urged on Wellesley residents by a printed report mailed to every voter by a town committee investigating the question. The report also recommended that the March town meeting vote to purchase for $26,000 the Sprague farm as a site for the new school. The farm covers 17 acres lying east of Kingsbury street.

The sale of the present junior high property and the former high school building on Kingsbury street for from $40,000 to $60,000 was urged.

Roosevelt Addresses Junior College Meeting

CINCINNATI—The significance of junior college terminal courses for returning service men and women was stressed by President Roosevelt in a special message which he sent to the American Association of Junior Colleges at its recent 24th annual meeting in Cincinnati. "The junior college," he wrote, "has now become a robust youngster in the family of American educational institutions. My particular interest at present centers in the part that the junior college may play in providing suitable education for many of the returning soldiers and sailors."

President Roosevelt emphasized the importance of the dual nature of such education—vocational and general. "These men and women," he continued, "will wish, in many cases, terminal courses which combine technical or other vocational preparation with courses which assure a basic understanding of the issues confronted by them as American and world citizens. It seems possible, therefore, that the junior college may furnish the answer to a good many of these needs."

At the meeting Roy W. Goddard, Dean of Rochester Junior College, Minnesota, was elected president of the Association to succeed Jesse P. Bogue of Green Mountain Junior College, Vermont. Mr. Goddard has been Dean of Rochester Junior College since 1925. Other officers were elected as follows: Vice-President, Anne D. McLaughlin, Registrar of George-